



## **Determining the paradox: Leadership within a County Council environment:**

An interpretive study on the understanding of the leadership paradigm  
within a Welsh County Council

Stephen Bater

A thesis submitted in fulfilment of the degree of Doctor of Business  
Administration

University of Glamorgan Business School

2012

## Certificate of Research

This is to certify that, except where specific reference is made, the work described in this thesis is the result of the candidate's research. Neither this thesis, nor any part of it, has been presented, or is currently submitted, in candidature for any degree at any other University.

*Signed* .....

*Candidate*

*Date* .....

*Signed* .....

*Director of Studies*

*Date* .....

## Contents

Certificate of Research .....	2
List of Main Figures .....	6
List of Main Tables .....	7
Dedication .....	8
Acknowledgements .....	9
Abstract.....	10
Chapter One      Introduction to the Thesis .....	11
1.0: Introduction to the Thesis .....	12
1.1: The purpose of the study.....	12
1.2: Research questions .....	13
1.3: Overview of Methods.....	13
1.4: Background and context of the research.....	15
1.5: The Organisation .....	17
1.6: Organizational Management Structure.....	17
1.7: Research problem context .....	18
1.8: Research Management Issues.....	19
1.9: Significance of the research .....	19
1.10: Brief introduction to leadership literature.....	20
1.11: A General Outline of Thesis Structure.....	21
1.12: Chapter Conclusion .....	22
Chapter Two      Leadership Literature Review .....	24
2.0: Leadership Literature Review.....	25
2.1: Introduction.....	25
2.2: Historical Evolution of Leadership Research .....	25
2.3: Approaches to Leadership Research .....	28
2.4: Leadership Defined .....	29
2.5: Leadership Theories.....	30
2.6: Chapter Conclusion .....	48
Chapter Three    Research Methodology.....	52
3.0: Research Methodology.....	53
3.1: Introduction.....	53
3.2: Research Design Overview .....	54
3.3: Philosophical Position.....	54
3.4: Deductive verses inductive approaches.....	55
3.5: Comparison of quantitative and qualitative paradigms .....	56
3.6: Research Philosophies.....	58
3.7: Methodology .....	59
3.8: Summary of Methodological Position .....	62
3.9: Research design.....	62
3.10: Data Collection Methods .....	65
3.11: Selection of Research Site .....	66
3.12: Sample Selection.....	66
3.13: Participant selection .....	67

3.14: Pilot studies .....	69
3.15: Questionnaire .....	70
3.16: Semi-structured interviews .....	72
3.17: Data analysis .....	74
3.18: Coding of data .....	75
3.19: Data storage .....	76
3.20: Trustworthiness and Authenticity .....	76
3.21: Credibility .....	76
3.22: Transferability .....	77
3.23: Dependability .....	77
3.24: Confirmability .....	77
3.25: Role of the researcher .....	77
3.26: Bias .....	78
3.27: Ethical considerations .....	79
3.28: Confidentiality .....	80
3.29: A critical appraisal of the analytical techniques and methods employed .....	81
3.30: Chapter Conclusion .....	81
Chapter Four     Introducing the participants .....	83
4.0: Introducing the Participants .....	84
Chapter Five     Quantitative Data Chapter .....	89
5.0: Quantitative Data Chapter .....	90
5.1: Introduction .....	90
5.2: Demographics .....	90
5.3: Quantitative data findings .....	93
5.4: MLQX5 Self-Rating .....	94
5.5: Participants Leadership Profile .....	95
5.6: Comparison of leadership group mean score profile with MLQ (5x) norms .....	139
5.7: Chapter Conclusion .....	147
Chapter Six     Qualitative Data .....	151
6.0: Qualitative Data .....	152
6.1: Introduction .....	152
6.2: Codes .....	152
6.3: Participants Vocabulary .....	153
6.4 Tag Cloud from participant transcripts .....	155
6.5: Results of analysis of the participants interview transcripts .....	155
6.5.1: 'Leadership' but not as we know it .....	155
6.6: Power, Culture and Climate .....	166
6.7: Relationships and Extra Effort .....	169
6.10: Chapter Conclusion .....	171
Chapter Seven     Discussion of research findings .....	174
7.0: Discussion of research findings .....	175
7.1: Introduction .....	175
7.2: Leadership and vocabulary .....	176
7.3: Leadership but not as we know it .....	180

7.4: The leadership arrangements within the Council .....	181
7.5: Transactional Leadership Factors .....	185
7.6: Transformational Leadership Factors.....	185
7.7: Encouragement and Engagement a Relationship-Based Approach to Leadership.....	187
7.8: Absence of Leadership.....	188
7.9: Destructive leadership and inappropriate behaviour .....	189
7.10: Power, Culture and Climate .....	192
7.11: Integrity and Values .....	194
7.12: Relationships and Extra Effort.....	195
7.13: A summary of the main Emergent themes .....	195
7.14: Complexity of Council Leadership .....	197
7.15: Strategic Planning and Direction .....	198
7.16: Communication.....	199
7.17: Commitment to the Vision .....	201
7.18 Moving Forward With the Transformation of the Council .....	203
7.19: Reflection on Participants.....	204
7.20: MLQ (5x) discussion.....	206
7.22: Chapter Conclusion .....	208
Chapter Eight     Conclusions .....	210
8.0: Conclusions .....	211
8.1: Introduction .....	211
8.2: Research questions revisited .....	211
8.3: Summary of research contribution .....	212
8.4: Contribution to Knowledge and Practice .....	213
8.5: The Enablers and Barriers to Leadership.....	215
8.6: Contribution to practice.....	217
8.7: The development of leaders and leadership across the Council .....	219
8.8 Other substantive findings .....	220
8.9 Destructive Leadership.....	221
8.10 Research Design Boundaries.....	221
8.11 Research Boundaries .....	222
8.12 Recommendations for Future Study.....	223
8.14 Chapter Conclusion .....	223
8.15 Epilogue.....	224
References .....	227
Appendices .....	254
Appendix A .....	254
Council leadership course .....	254
Appendix B .....	259
Research invitation letter .....	259
Appendix C .....	261
Semi-structured interview questions .....	261
Appendix D .....	262
Research Ethics & Privacy Statement.....	262

## List of Main Figures

Figure 1: County Council Management Structure .....	18
Figure 2: Transformational Leaderships increasing impact on performance .....	42
Figure 3: Suboptimal and Optimal Transformational Leadership profiles .....	42
Figure 4: The toxic triangle .....	47
Figure 5: Summary of the philosophical, social, political and practical dilemmas, which could impact on the research.....	644
Figure 6: Data collection and analysis approach simplified .....	74
Figure 7: Tag Cloud form participant transcripts .....	155
Figure 8: The Councils Complex Leadership Structure .....	181
Figure 9: Conceptual Strategic Leadership Model .....	184
Figure 10: The Council Toxic Triangle .....	1922
Figure 11: Local Government Leadership Communication Framework.....	200
Figure 12: Potential leadership model.....	218
Figure 13: Potential Council Leader/Leadership Development Curriculum .....	220

## List of Main Tables

Table 1: Summary of Leadership paradigms .....	30
Table 2: The main leadership traits and skills identified by Stogdill (1974) .....	31
Table 3: Transformational leadership behaviours .....	4040
Table 4: Transformational leadership behaviours .....	42
Table 5: The factors associated with Laissez-faire, Transactional leadership and Transformational leadership profiles .....	45
Table 6: Summary of concepts and limitations of leadership theories. ....	50
Table 7: Nomethetic vs. Idiographic approaches. ....	56
Table 8: Comparison of quantitative and qualitative paradigms. ....	57
Table 9: Summary of Researchers Methodological position .....	62
Table 10: Comparison of combined leadership group mean score with MLQ (5x) norms.....	139139
Table 11: Word frequencies from participants' transcripts .....	153153
Table 12: Leadership vocabulary and associated styles.....	178

## **Dedication**

To my Mother and Father for giving me the opportunities to follow which ever path I chose and always being there to pick up the pieces.



# Acknowledgements

Firstly thanks must go to the participants for giving of their time and being willing to take part in the interviews and complete the questionnaire which was not only an essential process for this research, but it allowed the researcher and subsequently any readers of this work, to share their experiences, feelings and opinions on leadership.

To Dr Simon Brooks in his capacity as; Director of Studies and my supervisor for the thesis. I would also like to acknowledge the support and advice from Professor Mike Sheehan and Dr Jos Finnear. From the start of this research their patience, guidance and support have been very much appreciated and have helped enormously on my academic journey. I would also like to acknowledge thanks to the late Professor Stephen Prosser who tragically passed away prior to the completion of the thesis. Professor Prosser always managed to ask those questions that would put you on the back foot, not in an antagonistic manner, but in a critical thought provoking manner that I feel brought the best out of me and he is sadly missed.

I have saved the final thanks to those closest to me, who have given me the support necessary to carry out this research. My sisters who helped give me the tenacity to carry on when all seemed lost. To my wife Debbie, and my children Matthew, Gareth and Bethan, who have all had to endure the highs and lows of my long and tortuous academic journey.

## Abstract

This study used full grounded theory method to examine leadership in a large rural Council setting in Wales. A mixed method approach was adopted for data collection using a robust quantitative questionnaire in the form of the Multi Factor Questionnaire (MLQ 5x) and using qualitative semi-structured interviews with fourteen members of the Councils leadership.

Emergent from the research was the important role played by organizational politics and relationships in both facilitating the process of leadership and perhaps as important confounding it. Strong dyadic relationships were identified not along the traditional vertical leader follower model, but horizontal amongst peer groups which could both help and hinder the leadership process. Levels of transformational leadership behaviours only matched the optimum profile for one of the staff representatives and there were two senior managers having similar but slightly below the optimum profile. The qualitative analysis of the data revealed a somewhat different description and put forward new aspects of the participants' behaviours that contradicted some of the questionnaire findings.

There were multiple realities in the construction of leadership in the Council and no one paradigm emerged, rather a mix of the components of traditional leadership paradigms. Interestingly the vocabulary used by the participants closely aligned with a directive leadership style and there was only minimum use of vocabulary associated with transformational or servant leadership paradigms.

The data clearly indicated that Council leadership requires a clear set of values and direction for the organisation, with leaders committing to and visibly demonstrating these values and to the direction. The absence of these values has resulted in areas where destructive elements of leadership are clearly evident in the organisation. Finally the use of the qualitative and quantitative data collection methods would be a very powerful approach for organisations to capture information on the enablers and barriers to leadership within the organisation. The qualitative data could be used to identify areas where the participants could improve behaviours and the quantitative data could be used to address issues that were acting as barriers to transformation. The participants identified the topics they felt should be covered in a development course for Council leaders.



## **1.0: Introduction to the Thesis**

“Leadership... is about coping with change.... more change always demands more leadership”  
(Schofield 2007:2)

This thesis is concerned with a critical examination of public sector leadership in the United Kingdom, with a focus on leadership in a rural County Council in Wales. Public sector organisations in the United Kingdom are facing unprecedented levels of change including new legislation; the way they are funded; financial settlements they receive from government; provision of service delivery; and they have difficulty in recruiting and retaining staff in many key areas such as engineering, social services and executive level positions. Employees at many levels in the public sector are facing pressure to deliver more with less in terms of financial and human resources and there is clear evidence that this is resulting in well-being issues becoming problematic, such as psychological ill health which accounts for a significant percentage of short, medium and long term sickness absence.

Community and government expectations appear to be constantly changing, with a plethora of targets and initiatives being set by National government, for local government to achieve. During these turbulent times it is clear that there is a need for leadership to ensure that the organisation meets community and government expectations for service delivery. Leadership is required to drive through changes in operation whilst considering the welfare and the written and psychological contracts they have with staff, many of whom have worked in the same way for decades. Leadership is required to enhance the organisational effectiveness, respond to and lead change, and bring about sustainable arrangements for service delivery for the community.

Many studies have been undertaken on leadership, leadership theory and leadership in organisations over many decades. However, there appears to be a paucity of information about leadership in public sector organisations and how individuals understand and give meaning to social and personal experiences of leadership in the Public sector workplace. The study herein reported is set in a County Council and is contextualised within a grounded theory framework which is gaining acceptance as an alternative approach to traditional main stream quantitative methods Parry (1998) and Kan and Parry (2004). Grounded theory is considered to be useful for producing valid explanatory knowledge. The epistemological and, ontological positions taken in the research study herein reported are considered valid and follow the approach taken by Parry (1998), Kan and Parry (2004).

### **1.1: The purpose of the study**

The purpose of this study is to explore the meaning of leadership in a local authority setting by eliciting the views of selected participants who are themselves in leadership positions. This study seeks to identify and describe through a grounded theory study, the meaning of the leadership paradigm to these participants and the contexts that frame these meanings. This follows the innovative approach of using grounded theory study for leadership research carried out by Parry (1998), Kan and Parry (2004) and Alimo-Metcalfe & Alban-Metcalfe (2005).

## **1.2: Research questions**

Prior to presenting the research question, it is important to understand that the research question(s) in qualitative research narrow the purpose statement to a specific question or questions that the researcher is seeking to answer in this study (Creswell, 2005). This was particularly relevant to this research as it enabled the researcher to consider research on leadership which is a very broad area and distil this research down to answer a few specific questions.

While a number of studies on leadership have been conducted, including some examining issues in local government; insufficient data is available on the meaning of leadership in a local government setting. Given the relative paucity of data supporting this contention, compared with the plethora of theory and research on leadership as can be seen in the introduction, a vast array of questions would have relevance to this research. To distil this vast area of interest down to a question that can be meaningfully explored and answered, was a challenge in itself and in the end it was decided that this research would have three questions as presented below.

The research questions that will be addressed in this thesis are as follows:

1. Ascertain the predominant meanings leaders attribute to and associate with leadership in a Council setting.
2. Elicit the enablers and barriers to leadership in the Council from a leader perspective.
3. Inform the Councils strategy for supporting the development of leaders and leadership across the Council.

Having presented the research questions, the rest of this introductory chapter will present the methodological framework and the researcher's theoretical position for the study and the organisational setting for the research. Finally the overall structure of the thesis will be offered.

## **1.3: Overview of Methods**

The research has been carried out through an interpretive lens which has ontology that social reality is regarded as the product of processes by which the meanings are negotiated for social actions and situations; in relation to this research leadership it is a complex of socially constructed meanings. In its epistemology, knowledge is derived from everyday concepts and meanings (Blaikie, 1993). A qualitative mixed methods approach for data collection was important as Fent et al (2007) argues that leadership research is still largely dominated by quantitative studies. A qualitative approach offers an alternative approach to gain an insight and understanding of leadership in a Council setting.

This research follows the approach taken by Parry (1998) and Kan and Parry (2004) who carried out research using the full grounded theory method on "leadership in overcoming resistance to change". Kan and Parry (2004) argue that grounded theory is a method well suited to enhancing our knowledge of leadership. Grounded theory uses qualitative research methods with the aim of generating theory which is grounded in the data, rather than testing existing theories (Glaser, 1978, 1992; Strauss & Corbin, 1990). Grounded theory has evolved and Charmaz (1995a, 2000, 2005) has contended since

the mid-1990s that a constructivist approach to grounded theory is both possible and desirable. Parry (1998) argues that grounded theory incorporates the complexities of the organization under investigation without discarding, ignoring or assuming away relevant variables. Therefore, the richness of the data ensures that the resulting theory from the analytic approach of the grounded theory method provides a holistic understanding to the leadership process for participants and fellow researchers alike; the richness of the leadership phenomena is more fully illuminated and this is the reason that the researcher has chosen to follow this approach.

Critics of grounded theory argue that it fails to give proper attention to both data collection techniques and to the quality of the gathered material. Skodol-Wilson and Ambler-Hutchinson (1996) provide a summary of some of the main misconceptions which have resulted in the 'methodological slurring' of grounded theory. Goulding (1999) argues that these centre largely on generation erosion, premature closure, and methodological transgressions. These concerns were given full and careful consideration, however the researcher argues that they are unfounded for the study herein reported and the research approach is presented and robustly defended in the methodology chapter.

A mixed methods approach for data collection was used as opposed to a purely qualitative or quantitative approach. Creswell (2005:510) defines mixed methods research design as "...a procedure for collecting, analysing, and "mixing" both quantitative and qualitative data in a single study to understand a research problem". The researcher argues that this approach helped to identify leadership themes for further exploration and yielded rich data for analysis.

Denzin and Lincoln (1994:13) argue that all research is "guided by a set of beliefs and feelings about the world and how it should be understood and studied." Davies (2007:238) argues that the consequences of this argument is to say that all knowledge is relative to the person interpreting it, but the qualitative researcher aims to overcome this risk by assiduously and continuously checking a postulated theoretical position against the evidence that the investigation throws up. In relation to this research "social reality is best understood as constructed rather than given and natural, and this can productively inform the study of leadership" Alvesson et al (2003:1441).

The research was carried out in two stages as this study explored the meanings that leaders within the Council construct for themselves as individuals and for their relationships with each other. For the qualitative data an appropriate means of investigating the topic involved using the robust and proven Multifactor Leadership Questionnaire (MLQ 5x). A qualitative perspective requires an approach that guides the researcher to choose one or a few specific interactions to explore in depth with the participants, so semi-structured interviews with key informants was chosen. This enabled the researcher to explore the meanings the participants have for their interactions and understanding of leadership in the Council. The questionnaire data was analysed to obtain information on the leadership behaviours of the participants. The semi-structured interviews were digitally recorded, transcribed and analysed, the reason for this was time and cost. Many of the key informants were senior managers and their time is very expensive and their diaries are full with important meetings and engagements. The analysis of the interviews sought to interpret meanings and emerging themes from the data. Lastly, in order to facilitate the tracking of information, topics and in order to exchange data

with other researchers, the software NVivo was used. This helped the researcher gain a literal understanding of the participants' voice by analyzing the exact use of particular language, allowing interpretive sense making of all the participants testimony, actually hearing their leadership stories and what they are saying and finally a reflective approach, allowing the researcher to focus on his contribution to data creation and analysis (Welsh 2002). In effect NVivo was essential for all aspects of quantitative, qualitative data management and with all the levels of subsequent analysis.

There are other methods that could have been used, but the researcher has come to the conclusion that this approach was the best one to yield rich data to answer the research questions. Brown and Dowling (1998:57) "emphasise the importance for researchers to decide on how to collect their data, and that the methods are consistent with the theoretical framework in which they are working". The researcher would argue that the data collection methods are now consistent with the theoretical framework in which this research was carried out.

Having begun to explore the overall methodological position, the methods used are introduced. The researcher conducted a critical review of the literature related to leadership theory and research, to identify gaps in knowledge, inform and frame this research. As the literature on leadership is so large the initial review of the literature was used to distil this down to key texts, finally focussing on transformational and to a much lesser degree Servant leadership. The literature review identified a meaning full approach to the exploration of the leadership paradigm in a local authority context and follows the work of Parry (2004) with key informants interviewed and completing the self-administered Multi Factor Leadership Questionnaire (MLQ 5x) to provide further insight into leadership across the Council. While the interviews were semi-structured, the questions were consistent for each interview. The general strategy for the interviews was to start off with broad questions and follow up on the responses from the interviewee, to capture his or her meanings and to avoid imposing the researchers meanings on the interviewee. The use of the MLQ (5x) questionnaire on leadership was purely to get an understanding of their self-rated leadership behaviours and to compare and contrast with the participants responses to the interview questions. The data obtained from the research was analysed and the findings presented in this thesis, which combines the researchers understanding of the findings and relates these to leadership theory relevant to this research.

#### **1.4: Background and context of the research**

All Welsh Local authorities are facing unprecedented change, including the need to implement the Welsh Assembly Government's agenda, which has identified that improving public services is of fundamental importance to the future of Wales. The "Making the Connections" (MtC) policy (WAG, 2007) for public service reform was established during the second Assembly term. It sets out the Assembly Government's vision for a prosperous, sustainable, bilingual, healthier and better-educated Wales.

The MtC programme for reform is proceeding under the "Delivering beyond Boundaries" action plan which sets out a five year programme to improve public service delivery in Wales. The Welsh Assembly Government has a "One Wales" vision of a dynamic economy, better health, high quality

lifestyles and sustainable communities in a diverse and bilingual Wales that requires further and faster service improvement and delivery across public services, to ensure that Wales has the public services it needs for the 21st century. The vision is encapsulated in four simple but insightful principles:

- Putting people first
- Working together to deliver improved public services
- Achieving better value for money
- Improving and engaging the workforce

Clear milestones have been set and will be monitored closely, with reports on progress required annually. Delivering this program will be one of the most important challenges for the Assembly Government and Public Services in Wales over the coming years. In light of these requirements for change and more local challenges faced by the Council, leadership has been identified as an important issue by the Chief Executive, Board and Executive management team. Public sector leadership has occupied growing attention in the wake of the increasing levels of change that public bodies have been experiencing in recent years. There are increasing client expectations, reducing staff numbers and tight financial constraints imposed by government.

The research remains relevant not only in relation to the organisational context but also because of increasing interest in the theoretical and practical problems associated with public sector leadership. These challenges have been recognised in research carried out by Alimo-Metcalfe and Alban Metcalfe (2005), which identified that public sector organizations face enormous challenges; whilst attempting to provide the highest standards of service to their clients, all the whilst operating with strictly limited resources. These challenges are faced by the leadership of the Council and are being compounded by the fact that these challenges have given rise to an emerging problem in that there has been an increase in the levels of stress being experienced by staff resulting in high sickness absence figures. This impacts on both service delivery and financial considerations, as agency staff have to be employed to provide cover for absent staff so that services can be maintained.

In addition to the above challenges, the Council is also facing questions about financial management as they have a £4 million budget overspend in social services and an annual budget settlement that is below the level of inflation. This together with the changing demographics of the population of the County, with an aging population which is likely to put increasing demands on the care system are all increasing the burden on leaders and staff at all levels of the organisation. They are effectively required to do more with less, whilst still delivering a high standard of service. Many of these challenges are relatively new to public sector bodies, such as local Councils and their workforce. This means that the Council requires leadership to respond to these challenges and implement the changes necessary to transform the organisation and maintain standards of service delivery. Thus the need for this research on leadership in the Council, what do these challenges mean to the leadership and how are they responding to them.

In relation to research in organisations, Bryman (1988) argues that the researcher should adopt an opportunistic approach to fieldwork in organizations as field work is permeated with conflict between



what is theoretically desirable on one hand and what is practically achievable on the other. He argues that in the conflict between the desirable and the possible, the possible always wins. The researcher asserts that he is adopting a highly opportunistic approach to this research, in that the research is on leadership in the organization in which the researcher works and during a time of unparalleled change. However the researcher is realistic about what can practically be achieved with limited resources and time constraints of the DBA program. With the debate on leadership across the Council, the researcher contends that this research is both timely and relevant.

### **1.5: The Organisation**

The County Council is an extensive, largely upland and extremely rural County covering 2000 square miles. With only one person in every 10 acres (4 hectares), it is one of the most sparsely populated local authority areas in England and Wales. The County has tremendous landscape assets and glorious scenery. The economy is predominately based on agriculture and tourism, with high self-employment and small businesses predominating, with an important contribution to employment opportunities emanating from the Public Sector.

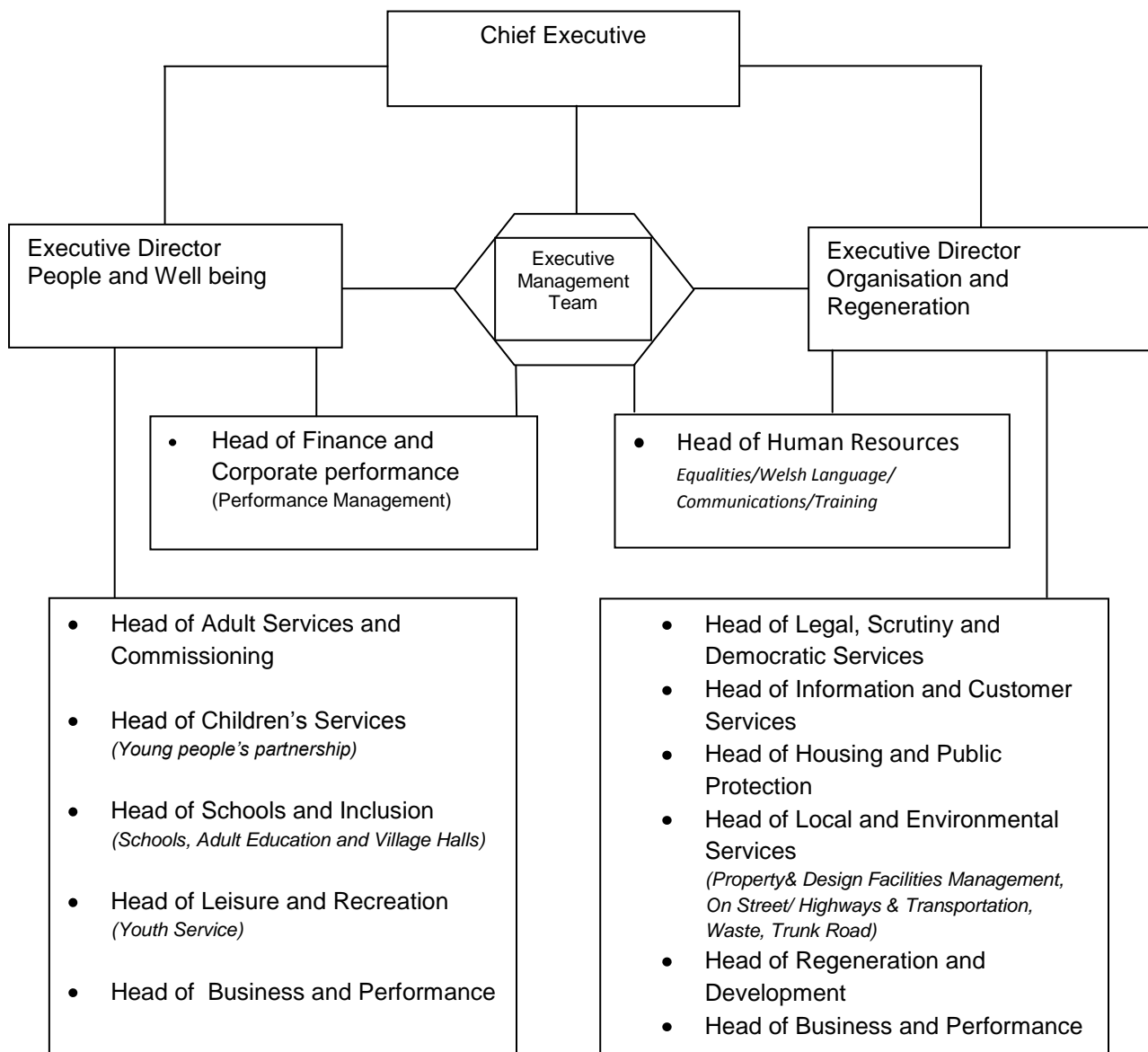
The County Council is a Unitary Authority with 73 elected Councillors. It is relatively young, having been first created as a County Council in 1974, and then merged with its constituent district Councils to become a Unitary Authority in 1996. However, its roots are deep, stretching back centuries.

As a Unitary Authority, the Council is responsible for all local government services in the County, including education, social care services, roads, bridges, leisure services, tourism, public buildings and planning. The Council employs around 8,500 permanent, temporary and part-time staff and is the largest employer in the County. Staff work in many locations across the County in a wide variety of occupations including highways engineering, planning, engineering, facilities management, social work, care work, education, administration, trading standards, enforcement, environmental services, environmental health, leisure and recreation. The Council has a huge impact on the local economy, both by being its largest employer and by spending more than half of its £350 million annual turnover within the County's boundaries.

### **1.6: Organizational Management Structure**

The management structure of the Council is presented in Figure 1. Organisational permissions have been granted to present this structure, however the names of the current post holders have been removed.

**Figure 1.0: County Council Management Structure**



Source: County Council (2009)

### 1.7: Research problem context

The Audit Commission, Elected Members and Managers have all raised the issue of varying levels of leadership and management competence and performance in the Council (Welsh Audit Office, (WAO), 2006:1). There is arguably good practice in place in some areas of the Council; however this has not always been shared. Having the responsibility for delivering essential services to the community, a consistent approach is required and the Council requires leaders and managers who are capable of delivering an efficient service and improve performance in many areas. In effect they need to transform the Council to meet the challenges of these austere times (Leslie and Canwell, 2010). Arguably leadership is not working within the Council from several perspectives. There are clear issues around significant budget overspend, a failure to deliver statutory requirements, excessive levels of absence and work related stress, the inability to meet regulatory targets and an inability to attract and retain high calibre staff. The Chief Executive identified deficiencies in leadership capability in the Council when he joined in 2006 and set about restructuring the organisation to improve

leadership, efficiency and performance. The restructuring included an aggressive round of redundancies and the Council introduced a 'Leadership Development Program' to help with change and improve capability across the Council. Despite this major reorganisation there are still issues around leadership in the Council and as a result the reorganisation is on-going and arguably new skills will be required to deliver transformational change and manage the new delivery of services (WAO 2010:4 & The Councils people strategy 2006).

At the time this research commenced, stress and sickness and absence are a serious concern for the management of the Council. Service areas are expected to deliver the same and in some cases more with less, whilst having to deal with increased budgetary and regulatory pressures. The budget settlement has further compounded the difficulties as it has been set below inflation at a time when there are increasing community and political expectations and demands on the services the Council deliver. All of which adds to the problems the Council has in recruiting and retaining high calibre staff to enable it to deliver its obligations. To compound this problem despite the Council being established more than 20 years ago, the community and some of the staff still harp back to the days when the Council was made up of three separate historical Counties and there is anecdotal evidence to suggest that some staff working for the Council do not actually associate with the Council as their employer, they believe that the Council is only for managers and they work for the old County's. This the researcher argues is not in the best interest of the Council or the staff and begs the question where is the leadership in addressing these issues? A big challenge for leaders in the public sector is the ability to cope with the relentless forces for change, so that the teams they manage are highly effective and sustain high morale, job satisfaction, and well-being. Enter this research into leadership which will present real time data on leadership of the Council and has the potential to inform their strategy to deal with the challenges they are facing.

### **1.8: Research Management Issues**

The Council supported the DBA proposal and the topic to be researched. The researcher ensured that he adhered to his Contract of Employment and undertakings to the employer in the use of any data or other confidential information. Ethical and confidentiality issues are addressed at length in the methodology chapter.

### **1.9: Significance of the research**

The study offers implications for leadership practice, local authority leadership, leadership knowledge and research. The research has potential to add to the body of knowledge on leadership and leadership research, with more empirical evidence about leadership in the public sector. The research will be significant for the County Council as it will help inform their leadership strategy at a time when there is unprecedented change occurring in the Council.

The research can also help identify emerging themes which can be investigated further on a departmental and Council wide basis. The research has arguably makes a significant contribution to knowledge on leadership in the public sector as the researcher had unprecedented access to key informants at all levels within the organisation. Research into public sector leadership has not had the

attention that leadership in other sectors has had, therefore this research can help inform the literature and act as a basis for further research in this important area. It will also help the Council in that the data will act as an indicator of the perception of leadership across the Council.

#### **1.10: Brief introduction to leadership literature**

Leadership is self-evidently a very large field and to inform this study a thorough, but realistic review has been carried out on the literature on leadership, leadership research and theories which is presented in chapter two of this thesis. From the outset of this study It is important to understand that “a literature review is a written summary of journal articles, books, and other documents that describes the past and current state of information, organizes the literature into topics, and documents need for the proposed study” (Cresswell, 2005:79). Another important consideration for this research is that “Leadership is one of social science’s most examined phenomena” (Antonakis, 2003:4) and as leadership research is a mature field it will be unrealistic to cover all of the texts on leadership theory and research in the time constraints of the DBA program. That said the literature review will give a synopsis of the literature on the key leadership theories and concepts of relevance to the study herein reported.

Contemporary leadership research has a long history, commencing with “Great man” theory, Bernard (1926), Bingham (1927), and Tead (1929) and Trait theories researched by, among others, Bernard (1926). Stogdill (1950) who carried out research to compare results of various traits studies, finding them contradictory and inconclusive. However, he revisited this research in 1974 and concluded that he may have drawn incorrect conclusions as his research was limited to a small sample at one level of society at the time. It appears that trait theory is once again emerging in the literature and interestingly the Council are measuring traits of leaders by having all leaders complete a self-administered online questionnaire the “Attentional and Interpersonal Style” (TAIS) inventory. It is claimed that this is one of the world's most powerful assessment tools for understanding strengths and limitations in high pressure situations (Nideffer, et al 2002).

In the 1950s and 1960s Stogdill and others tried to conceptualize leadership as behaviour, but could not isolate key behavioural patterns that made a difference (Stogdill, 1950). Researchers then looked at Exchange and Path-Goal models (see for example House, 1971; 1996). ‘New Leadership’ theory emerged introducing Charismatic (Conger, 1998), Visionary leadership (Bennis and Naus 1985) and Transformational leadership theories espoused by (Bass 1995; Avolio & Bass 1987). This research has progressed to the Constitutive and Constructionist leadership theory of Grint (1997, 2000). More recently we have seen Post-Charismatic and Post-Transformational leadership (Fullan, 2001) and Authentic leadership (Avolio & Gardner, 2005) theories emerge. The latter is a theory that is gaining momentum with the work of Avolio et al (2008) taken this theory further and developed the “The Authentic Leadership Questionnaire (ALQ)” which is a theory-driven leadership survey instrument designed to measure the components that have been conceptualized as comprising authentic leadership.

Developing, in parallel, the concept of Ethical Leadership, Burns (1978) argues that a primary leadership role or function is to increase awareness about ethical issues and help people resolve conflicting values. A comparison can be identified with the later work of Gini (1998) who claims that for a leader to be ethical; they must intend no harm and respect the rights of all affected parties. Ethical leaders seek to raise the consciousness of followers by appealing to ideals, and moral values such as liberty, justice, equality, peace and humanitarianism, not to base emotions such as fear, greed, jealousy, or hatred, according to Yukl (2006:419).

There has been a new term emanating from educational leadership literature, with recent books by Hargreaves et al (2006), Fullan (2005) and Davies (2007), where there is a deepening consideration of what has been termed 'Sustainable leadership'. Davies (2007) argues that 'Sustainable leadership' is a concept that is awaiting some consensus about what it is and more empirical evidence about its efficacy. Svensson and Wood (2006) argue that leaders need to build an awareness of components of sustainability into their management and business practices, in order to be judged as successful, both in corporate decision-making and business behaviour in organizational performance in the long term. However Alvesson (2008) argues that there is no specific need to talk about 'Sustainable leadership', leadership enduring and sustainability is a target for leadership and any kind of leadership theory could be used to illuminate this.

Introducing the theoretical context in relation to leadership research in the Public sector Alimo-Metcalfe and Alban-Metcalfe (2003 and 2005) have examined the idea of Transformational leadership, covering the elements of innovation, culture and people. This approach seems particularly well suited to local government leadership, in which leadership is shared at different levels in the structure of the Council with an elected Board, Executive, corporate and service areas leaders. Rejecting the search for a "grand" theory of leadership, Alvesson (1996) invites researchers to take seriously the ambiguity of "leadership" itself. Whereas in the past organisational leaders used to direct and command their staff, it is now suggested that they need to influence and support their staff (Horner, 1997). To compound the debate, leadership is considered to have many different meanings to people, with some theorists questioning whether it is even useful as a scientific construct (Alvesson and Sveningsson 2003).

Thus, this research on leaders in the Council may be contextualised as needing to understand the meanings of leadership in a Council setting and how leadership works in the organization rather than on how formal leaders work on organizations (following Grint, 2007). This understanding is recognised by the Board and Executive management team, resulting in the introduction of a leadership development program in the Council. The researcher will argue that the use of this programme will be a pointless exercise unless the Council takes leadership issues forward.

### **1.11: A General Outline of Thesis Structure**

**Chapter two:** Explores the seminal literature regarding leadership theories and research with a critical review of this literature carried out and the discourse around the leadership paradigm is presented in much more detail than in the introductory chapter. Firstly the historical development of leadership

research and theory development is presented to help identify underpinning leadership theories and philosophies. Secondly the main body of literature is distilled down to Transformational leadership which are of particular interest to the researcher and relevant to this research.

**Chapter three:** Sets out and defends the research methodology describing the research design and the philosophical position of the researcher. The methods employed by the researcher to collect and analyse the data are presented in detail and are robustly defended with a detailed presentation of the epistemological, ontological and methodological positioning of the thesis. The chapter concludes with a discussion on research ethics and confidentiality.

**Chapter four:** Introduces the participants with a self-reported background. The aim is to enable the reader to understand the personality, social, academic achievement, career and family background of each participant.

**Chapter five:** Reports the quantitative study findings. Firstly the analysis of the participants' self-administered MLQ questionnaire was carried out and a profile for each participant developed, this process provided very interesting data in its own right. The results for each group are combined to provide a profile for each for comparison with the optimum profile for the full range nine factor leadership model.

**Chapter six:** Presents the findings from the qualitative semi-structured interviews, which proved to be a source of rich data presented herein. The findings were used to explore the social construction of the leadership paradigm in a public sector setting. This chapter has the detailed use of the language used by the participants in the study and how they constructed their meaning for leadership. This is achieved by analysing the interview texts and presenting the themes that emerged from the data.

**Chapter Seven:** Presents the discussion of findings and the implications of these for the research questions; this includes a discussion of questionnaires and interviews including a comparison of questionnaires and interview responses. The researcher presents his reflections on the implications of this research, limitations and suggestions for further research.

**Chapter Eight:** Presents the conclusions drawn from the research and presents the contribution to knowledge and practice whilst recognising the research boundaries. The findings are summarised and suggestions made for further research in this area.

## **1.12: Chapter Conclusion**

This chapter has introduced the research on leadership in the Council and with the increased complexity of leadership in the public sector; a better understanding of leadership in this sector is desirable. The research design attempts to frame the research whilst leaving the opportunity for inductive and emergent findings. The goal of this research is to document in a rigorous and empirical way how leadership is understood in a Council. The researcher would argue that the leadership in the Council is struggling to deal with the challenges they face and there has to be a better understanding

of leadership across the Council to ensure that it meets its obligations without compromising other issues such as staff welfare and the community's needs.

The study of leadership has been carried out over many, many decades and much longer in terms of practice, different theories and positions have emerged at different times, some being dismissed then re-emerge such as Trait theory. The world is complex and change is happening at an unprecedented rate as never before and as such the need for an understanding of leadership is vital for the survival and ability for organisations to meet its client's expectations, which in the case of Councils are the communities they serve. Davies (2006:43) argues that leadership in the future is likely to differ from past models and from his analysis it would seem that leaders need to be, engaging, creative, adaptable, skilled in coaching and learning, able to ride risk, a model of integrity and focussed on the future. It could be argued that leadership is perceived to be a problem in the Council, as many of the leaders were selected by the amount of time they had in service, and have always worked in a relatively stable environment. This is no longer the case, it is argued by the Chief Executive, organisational development manager and Director for Human Resources that the current leadership do not have the strategic ability required to lead an organisation which appears to be in almost a constant state of change. These strategic skills are arguably essential, in order to lead the staff in the Council. This is one of the reasons the researcher who has always been fascinated by leadership wanted to explore in leadership in the Council for his research to add to the body of knowledge on leadership and leadership practice. The researcher's DBA journey has offered many different philosophical positions, many of which he was unaware of at the start of the journey. This resulted in the need to critically reflect and with further understanding and insight resulted in the research being framed differently than initially envisaged when first embarking on the research journey.





## **2.0: Leadership Literature Review**

### **2.1: Introduction**

This chapter is split into five main sections designed to present the historical background to leadership research, introduce the leadership literature, definitions, theories and the contemporary research on the leadership paradigm. These have been critically reviewed, synthesised by researcher and presented in the chapter to follow. The first section presents the historical background and developments in leadership research as it is such a large and complex subject. The second section introduces the literature on leadership that has informed this study. The third section explores the discourse on the definition of leadership and its relevance to this research. The fourth section presents the main theories of leadership in more depth than the introduction and includes an explanation of how these informed this study. The final section explores the discourse on contemporary leadership research and leadership research in the public sector setting and presents a brief overview of how this has influenced the approach taken in the research presented herein.

### **2.2: Historical Evolution of Leadership Research**

The study of leadership is an ancient art and discussions of the subject have spanned across cultures, decades, and theoretical beliefs.

“The study of leadership rivals in age the emergence of civilization, which shaped its leaders as much as it was shaped by them” from its infancy, the study of history has been the study of leaders – what they did and why they did it (Bass and Stogdill, 1990:3).

There is still an enthusiasm for contemporary research on the leadership paradigm today; as organisations have to change and adapt to meet new challenges, with the need for effective leadership essential to take organisations forward, yet there are still many unanswered questions.

There are numerous theories on leadership; all claiming to have the answer to the question, what makes good leaders and effective leadership. There are theories that leaders are born and not made and there are certain inborn qualities such as initiative, courage, intelligence and humour, which altogether pre-destine a man to be a leader. The early literature of the 1930's and 40's was almost entirely concerned with theoretical issues, seeking to identify different types of leadership and relate them to the functional demands of society and to account for the emergence of leadership by examining the leader or elements of the situation and to account for the emergence of leadership by examining recognised leaders such as Napoleon, Churchill and Roosevelt who were leaders during wars (Bass & Stogdill 1990 & Bass, 2008). Research tended to view leadership as an aspect of role differentiation or an outgrowth of social interaction (Bass 2008). However leadership is an interaction between members in a group, leaders are agents for change, persons whose acts affect other people more than other people's acts affect them (Bass, 2008). This is the description of leadership that has been adopted for this thesis.

Many of the early researchers on leadership were keen to ground their material in an analytical framework that mirrors the scientific presentations of the day (Grint, 1997:83). Very few studies have looked in detail at the specific role played by leaders in creating the conditions for high performance teams (Herre, 2010) or demonstrated with a degree of methodological rigour the link between specific aspects of leadership and robust measures of organisational performance (Dulewicz & Higgs, 2005). This thesis will argue that leadership of a positive, constructive and collaborative paradigm is required to transform the Council, to ensure that it develops high performing teams, delivers an efficient organisational performance and is able to meet the challenges that it faces (Snuff and Riley 2006, Brookes 2007).

Great Man theories assume that the capacity for leadership is inherent; that great leaders are born not made. These theories often portray great leaders as heroic, mythic, and destined to rise to leadership when needed (Carlyle, 1840; Bernard, 1926; Stogdill, 1948). The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership, during this period of research. The idea that born leaders had certain characteristics gave rise to trait theory of leadership, studied and popularized by Bernard (1926), Bingham (1927), and Tead (1929) cited by Stogdill (1981) in the USA during the 1920's and 1930's.

Leadership research then followed examinations of the "situation" as the determinant of leadership abilities, this introduced the concept of Situational leadership and studies attempted to identify "distinctive characteristics of the setting to which the leader's success could be attributed" (Hoy & Miskel, 1987:273). According to this research focus, a person could be a follower or a leader depending upon circumstances. Attempts were made to identify specific characteristics of a situation that affected leaders' performance. Situational leadership revealed the complexity of leadership but still proved to be insufficient because the theories could not predict which leadership skills would be more effective in certain situations. The general findings of research into the situation approach to leadership are that effective leaders are able to address not only the tasks but also the human aspects of the organizations.

Research then proceeded to examine the types of behaviours leaders exhibited in order to determine what makes leaders effective. These behaviours have been categorized along two common dimensions, concern for organizational tasks called initiating structures and consideration for individuals and interpersonal relations (Lowin et al 1969). Initiating structures include activities such as planning, organizing, and defining the tasks and work of people, how work gets done in an organization. Consideration addresses the social, emotional needs of individuals their recognition, work satisfaction and self-esteem influencing their performance (Bass 1999 & Yukl 1999).

Further researchers have defined these behaviours as effectiveness and efficiency (Barnard, 1938), instrumental and system or person oriented behaviours (Stogdill, 1963). Assessment instruments have been developed to measure leadership skills; the Leader Behaviour Description Questionnaire is one such instrument. Halpin (1966:97) stated that one of the major findings resulting from the LBDQ data

was that "effective leadership behaviour tends most often to be associated with high performance on both dimensions". The criticism of the behavioural paradigm is that 'little thought was given to specific role demands of leaders, the context in which they functioned, or differences in dispositions of leaders or followers'. Failure to consider these factors was subsequently thought to be the reason for the researchers' inability to identify leader behaviours that had universal or near universal effectiveness.

The contingency model (Fiedler, 1964) furthered the understanding of leadership but did not completely clarify what combination of personality characteristics, leaders' behaviours, and situational variables are most effective. Recent reviewers have all concluded that it has not been adequately tested; House 1997 cites (Evans 1996; Schriesheim & Nieder, 1996, Yukl 1993). House's (1971) Path-Goal Theory included the interaction of leadership behaviours with situation characteristics in determining the leaders' effectiveness. House identified four leadership behaviours: directive, achievement-oriented, supportive, and participative, and two situational variables subordinates' personal characteristics and environmental demands such as the organization's rules and procedures that most strongly contributed to leaders' effectiveness.

The leadership literature of the 1970s and 1980s, primarily contributed to understanding the impact of personal characteristics and individual behaviours of effective leaders and their role in making organizations successful. The studies differentiated between leaders and managers introducing a new leadership characteristic of vision and explored its importance. Along with having vision, effective leaders are said to facilitate the development of a shared vision and value the human resources of their organizations.

Research by Burns (1978) introduced Transactional leadership, where the leaders seek to motivate followers by appealing to their own self-interest and the principles are to motivate by the exchange process. Transactional behaviour focuses on the accomplishment of tasks and good worker relationships in exchange for desirable rewards. A criticism of transactional leadership is that it can place too much emphasis on the "bottom line" and by its very nature is short-term oriented, with the goal of simply maximizing efficiency and profits. The leader can pressure others to engage in unethical or amoral practices by offering strong rewards or punishments. Transactional leadership seeks to influence others by exchanging work for wages, but it does not build on the worker's need for meaningful work or tap into their creativity. If utilized as the primary behaviour by a leader it can lead to an environment permeated by position, power, perks and politics.

A new theory of Transformational leadership emerged; Burns (1978) introducing the concept of describing it as not a set of specific behaviours but rather a process by which "leaders and followers raise one another to higher levels of morality and motivation" (Burns, 1978:20). Burns stated that Transformational leaders are individuals that appeal to higher ideals and moral values such as justice and equality and can be found at various levels of an organization. Transformational leadership theory focuses upon the connections formed between leaders and followers. These leaders motivate and inspire people by helping group members to see the importance and higher good of the task.

Transformational leaders are focused on the performance of group members, but also want each person to fulfil his or her potential and they often have high ethical and moral standards.

Other Leadership theories have been developed and revisited such as participative theories, also known as Democratic leadership theories (Lewin et al, 1939, Yukl, 2010). These suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others. Participative leaders encourage group members to participate, but retain the final say over the decision-making process. Group members feel engaged in the process and are generally more motivated and creative. A relatively new concept is that of distributed or devolved leadership. The concept of distributed leadership has a variety of meanings, and that some of these meanings explicitly and/or implicitly resemble earlier notions such as collegiality. Spillaine (2005) asserts that in relation to distributed leadership relates to leadership practice, as opposed to the leaders, their roles, functions, routines, and structures. This prompts the question of whether as a construction of the leadership paradigm does Distributed leadership take the understanding of leadership forward or is it just re-naming previous ideas, which on reflection by the researcher appears to be the case.

Leader-Member Exchange Theory, also called LMX or Vertical Dyadic Linkage Theory, describes how leaders in groups maintain their position through a series of tacit exchange agreements with their members. In particular, leaders often have a special relationship with an inner circle of trusted lieutenants, assistants and advisors, to whom they give high levels of responsibility, decision influence, and access to resources. This in-group pay for their position; they work harder, are more committed to task objectives, and share more administrative duties. They are also expected to be fully committed and loyal to their leader.

### **2.3: Approaches to Leadership Research**

Most leadership research has traditionally operated from a positivist position and used quantitative methods. The research follows a lens that there is a cause and effect to measure the ability of leaders to influence such things as financial performance, growth, profit and loss. This is the view that social science should mirror, as near as possible, procedures of the natural sciences. The research should be objective and detached from the objects of research. It is possible to capture, through research instruments, 'real' reality. Conger (1998:108) argues that quantitative research alone cannot produce a good understanding of leadership, given "the extreme and enduring complexity of the leadership phenomenon itself". Alimo-Metcalfe & Alimo-Metcalfe (2001) raised concerns of some leadership researchers about the relative paucity of studies that adopted a qualitative approach and interestingly they followed Parry (1998) using a grounded theory approach in their research developing a new "Transformational Leadership Questionnaire" which is their attempt to relate the Transformational leadership paradigm to UK leaders, as opposed to those in North America where the majority of research on this paradigm originates (Alimo-Metcalfe & Alimo-Metcalfe, 2003). This questionnaire is both a gender and ethnicity inclusive measure, their research is discussed further later in the chapter.

## 2.4: Leadership Defined

Northouse (1997) claims that there are almost as many definitions of leadership as authors of it with over 65 different classifications systems used to help define leadership. DuBrin (2001) has listed some of the most common definitions of leadership as:

1. Leadership is interpersonal influence.
2. Leadership is communication directed toward goal attainment.
3. Leadership is the influential increment over and above mechanical compliance with directions and orders.
4. Leadership is an act that causes others to act or respond in a shared direction.
5. Leadership is the art of influencing people by persuasion or example to follow.
6. Leadership is the principal dynamic force that motivates and coordinates the organization in the accomplishment of its objectives.
7. Leadership is a willingness to take the blame.

On considering the many definitions and in relation to this research and thesis, these definitions have influenced the researcher's thinking in many ways; some could be associated with leadership in a Council, however based on the experience of the researcher, arguably others would not be typically associated with Council leadership. When considering DuBrin's list, the definition of leadership that the researcher feels is arguably closest to that found in the Council during the time of the study "is communication directed toward goal attainment".

However not wishing to pre-empt the research findings or limit this section to one definition as there are so are many diverse definitions in the leadership research literature a sample is presented here. "Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential." (Bennis, 1989:7). Leadership is 'the exercise of influence or power in social collectivities' (Abercrombie et al, 2000:197). Leadership is "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (Yukl 2006:8) and Leadership is "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse 2007:3). An integrative definition of leadership, is "a leader is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives" (Winston & Patterson 2007:7).

It is clear that there is no consensus on a single definition of leadership with almost as many definitions as theories, if not more. Stogdill argues that "a definition of leadership should do more than identify leaders and indicate the means by which they acquire their positions, it should also account for the maintenance and continuation of leadership" (Stogdill, 1981:16). It can be seen that there are a plethora of definitions in the literature some of which will no doubt resonate with individuals in different ways, as we all have our own view what leadership is based on our experiences, beliefs, and values. The definition that resonates with the researcher is that of Yukl (2006:8) as this fits closest with the

researcher's individual experiences and also with one of the main goals of the organisation, which is basically where, “ individual and collective efforts are used to accomplish shared objectives” which is arguably the role of the Council in serving the community.

## 2.5: Leadership Theories

Leadership is self-evidently a very large field and the researcher carried out a thorough but realistic critical review of the literature on leadership research and theories to inform this study. To gain access to a range of contemporary literature the University of Glamorgan and Open University Learning Resource Departments were used and a range of databases were searched to including the Social Science Citation Index (SSCI), Psychlit, Academic Search Complete, IngentaConnect, JSTOR, Sage journals online and Science Direct. These databases were chosen as they gave access to a very wide range of suitable literature in the form of journals, books, e-journals and e-books, and research papers on leadership and research. It would be a lifetimes work to review all the literature as Antonakis (2003:4) states “Leadership is one of social science’s most examined phenomena” and as a mature field it will be unrealistic to cover all of the key texts on leadership theory and research in the time constraints of the DBA program.

Given that the aim of research is the study of leadership in a Council, it important that study of is framed within sound leadership theory. To contextualize the relevant leadership theories, there historical prominence and there complexity these are summarized by Avery (2004) in the table below.

**Table 1: Summary of Leadership paradigms**

<b>Leadership Characteristic</b>	<b>Classical</b>	<b>Transactional</b>	<b>Visionary</b>	<b>Organic</b>
<b>Major Era</b>	<b>Antiquity – 1970’s</b>	<b>1970’s mid-1980’s</b>	<b>Mid-1980’s-2000</b>	<b>Beyond 2000</b>
<b>Base of leadership</b>	Leader dominance through respect and/or power to command and control	Interpersonal influence over and consideration of followers. Creating appropriate management environments.	Emotion-leader inspires followers	Mutual sense-making with the group. Leaders may emerge rather than be formally appointed.
<b>Source of follower commitment</b>	Fear or respect of leader. Obtaining rewards or avoiding punishment.	Negotiated rewards, agreements and expectations.	Sharing the vision; leader charisma may be involved; individualised consideration	Buy in to the group’s shared values and processes; self-determination.
<b>Vision</b>	Leaders vision is unnecessary for follower participation	Vision is not necessary, and may not ever be articulated	Vision is central. Followers may contribute to leaders vision.	Vision emerges from the group; vision is a strong cultural element.

Source: Adapted from Avery et al (2004)

The reader shall see several of the characteristics presented above emerging from the specific paradigms discussed below. This will help to illuminate the different approaches to leadership and has helped inform the research and analysis. The contents of the table will be used to compare the emergent findings of the research presented in the discussion chapter 5. In particular what are the predominant characteristics of the Council Leadership?

### 2.5.1: Great Man Theory

Early leadership research was primarily based on research on great leaders who were often from aristocracy, as the class system at the time meant that few from lower classes were in leadership positions. This resulted in the linking of leadership with breeding and most leaders at the time were male. This work introduced Great Man theory which assumed that the capacity for leadership is inherent, that great leaders are born not made. This theory often portrays great leaders as heroic, mythic, and destined to rise to leadership when needed. The term Great Man was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

In relation to this research the more that has been read and considered about this theory and related to the research it has caused the researcher to reflect and conclude, that there may be elements of this theory could be relevant to leadership in an organisation as large and complex as a Council. There are interfaces with politicians, Councillors, heads of service, trade unions and staff, all of which arguably require many of the attributes associated with Great Man theory to a greater or lesser extent.

### 2.5.2: Trait theory

Trait theory concentrates on the personal characteristics of the leader. The theory, which until the mid-1940s formed the basis of most leadership research, cited traits believed to be characteristic of leaders, the list of which grew in length over the years, to include all manner of physical, personality and cognitive factors, including height, intelligence and communication skills (Stogdill, 1948; Mann, 1959; Stogdill, 1947; House, 1997 and Nideffer 1977, 2004). These traits are presented in Figure 2.3 below and again arguably one would expect a council leader to possess many of these traits and skills in order for them to be effective.

**Table 2: The main leadership traits and skills identified by Stogdill (1974)**

Traits	Skills
<ul style="list-style-type: none"> <li>- Adaptable to situations</li> <li>- Alert to social environment</li> <li>- Ambitious and achievement-orientated</li> <li>- Assertive</li> <li>- Cooperative</li> <li>- Decisive</li> <li>- Dependable</li> <li>- Dominant (desire to influence others)</li> <li>- Energetic (high activity level)</li> <li>- Persistent</li> <li>- Self-confident</li> <li>- Tolerant of stress</li> <li>- Willing to assume responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Clever (intelligent)</li> <li>- Conceptually skilled</li> <li>- Creative</li> <li>- Diplomatic and tactful</li> <li>- Fluent in speaking</li> <li>- Knowledgeable about group task</li> <li>- Organised (administrative ability)</li> <li>- Persuasive</li> <li>- Socially skilled</li> </ul>

The research on trait theories of leadership has shown that many other factors are important in determining a leader's success, and that not everyone who possesses these traits will be a leader (Stogdill 1974). The attempts to isolate specific individual traits led to the conclusion that no single characteristic can distinguish leaders from non-leaders.

However, research into leadership traits appears to have been largely discarded following rather pessimistic interpretations of some of the findings by many leadership scholars (Stogdill, 1948, Mann, 1959). Stogdill (1950) carried out research to compare results of various traits studies, finding them contradictory and inconclusive. However he revisited this in 1974 and concluded that he may have drawn incorrect conclusions as his research, which was limited to a small sample at one level of society at the time.

Trait theory is once again emerging in the literature and interestingly the Council are measuring traits of leaders on their leadership development program using a TAIS questionnaire to identify future leaders and measure the traits of existing ones to identify development needs. Research in this area re-emerged with the work of Zaccaro (2007) who argues that trait theories still only focus on five personality traits and neglect cognitive abilities, motives, values, social skills, expertise, and problem-solving skills. Trait theory fails to recognise multiple attributes of an individual and fails to distinguish between leader attributes that are generally not malleable over time and those attributes that are fashioned and linked to situational influences. Finally it does not take into account how stable leader attributes allow for the behavioural multiplicity required for effective leadership in organisations of today.

Trait theory has been largely dismissed "A person does not become a leader by virtue of the possession of some combination of traits" (Stogdill, 1948:64). The attempts to isolate specific individual traits led to the conclusion that no single characteristic can distinguish leaders from non-leaders. Other criticisms of trait theory research are that it is atheoretical and lacks valid measurement instruments. These criticisms relate to the way the traits were studied and the way the research was operationalized varied widely among investigators. The research was almost entirely based on samples of adolescents, supervisors and lower-level managers, rather than individuals in significant positions of leadership (Stogdill 1974, House, 1997). These concerns are based on the way that the research on traits was carried out and the conclusions that were drawn. Arguably these conclusions are only relevant for each particular study and the group involved in that study. In other words it raises questions about the validity of trait theory and arguably confirms that this theory is not generalizable for leaders or leadership.

#### **2.5.4: Behavioural**

The trait movement was superseded by leadership research examining the types of behaviours leaders exhibited in order to determine what makes leaders effective. These behaviours have been categorized along two common dimensions; concern for organizational tasks called initiating structures and consideration for individuals and interpersonal relations. Initiating structures include activities such as planning, organizing, and defining the tasks and work of people, how work gets done in an organization. Consideration addresses the social, emotional needs of individuals their



recognition, work satisfaction and self-esteem influencing their performance. Stogdill (1960) tried to conceptualize leadership as behaviour but could not isolate key behavioural patterns that made a difference. Further researchers have focused on human relationships, together with output and performance, instrumental and system McGregor's (1960) or person oriented behaviours Stogdill (1963).

Assessment instruments have been developed to measure leadership skills; the 'Leader Behaviour Description Questionnaire' (LBDQ) has been the most used. Halpin (1966) stated that one of the major findings resulting from the LBDQ data was that "effective leadership behaviour tends most often to be associated with high performance on both dimensions" (Halpin 1966:97). The full range leadership model and Multifactor Leadership Questionnaire was developed by Bass and Avolio (1997) and arguably measures behaviours but is more associated with transformational leadership and is covered in more detail later in the chapter. The general findings of research on leadership are that effective leaders are able to address not only the tasks but also the human aspects of the organizations. A criticism of behavioural paradigm is that 'little thought was given to specific role demands of leaders, the context in which they functioned, or differences in dispositions of leaders or followers' (House & Aditya 1997:421). Failure to consider these factors was subsequently thought to be the reason for the researchers' inability to identify leader behaviours that had universal or near universal effectiveness. More recently research has found most of the behaviour theory research to be invalid but there is still discourse around leadership behaviour (Yaverbaum and Sherman, 2008).

#### **2.5.5: Situational Leadership**

In the 1960's, 70's and 80's leadership research followed examinations of the "situation" as the determinant of leadership abilities (Hersey, P., & Blanchard, K. 1969, 1977, 1982 & Vecchio 1995). This introduced the concept of Situational leadership and studies attempted to identify "distinctive characteristics of the setting to which the leaders success could be attributed" (Hoy & Miskel, 1987:273). According to this research focus, a person could be a follower or a leader depending upon circumstances. Instead of focusing on one style leaders should change their styles depending on the task and maturity of the people they are leading. Placing more or less importance on the task or relationship depending on what is necessary to complete the work effectively. Hersey and Blanchard (1977) researched Situational leadership and developed a theory that has two fundamental concepts the leadership style and the maturity of the group or individuals. They identified four main leadership styles, telling and selling, both of these styles are task focussed. The next two are participating and delegating and these are developing staff to allow them to work more independently. They also identified four different levels of maturity from level one, where staff are basically unable and unwilling to do or to take responsibility for this job or task and this progresses in various stages up to level four where staff are able and willing to not only do the task, but to take responsibility for the task. Their initial work has been modified and Hersey and Blanchard (1988) now say that it is a model and not a theory.

Vecchio (1987) and Norris and Vecchio (1992) researched Situational leadership and found that they obtained mixed results in their attempts to validate Situational leadership theory. Attempts were made to identify specific characteristics of a situation that affected leaders' performance. Situational leadership revealed the complexity of leadership but still proved to be insufficient because the theories could not predict which leadership skills would be more effective in certain situations. Graeff (1997) argues that there are application problems and multiple versions of Situational leadership so it might be more useful and less confusing if they were refined, and combined, into a single, theoretically sound approach. Considering this critique in relation to this research there maybe areas where Situational leadership would be relevant due to the complexity of the organisation and the researcher can definitely emphasise with styles and maturity referenced to by Hersey and Blanchard (1977 &1988) within the Council setting however they will not be explored further than this review.

### **2.5.6 Contingency theory**

Contingency theory is a behavioural based theory, which contends that there is no “one best way” to lead an organization, organize cooperation or to make a decision (Fiedler 1964). While Fiedler focuses on contingency with specific reference to leadership, contingency theory more generally can be traced to the work of Burns and Stalker (1961). However, for the purposes of this thesis, the work of Fiedler remains particularly pertinent.

There are particular variables related to the environment that might determine which style of leadership is best for the situation. Contingency theory identified the importance of both the personality of the leader and the context in which the leader operates (Fiedler, 1964). As a leader-match theory (Fiedler & Chemers, 1974) it attempts to match the leader to suitable situations, arguing that the success of the leader is contingent on matching the style of the leader with the correct setting. Fiedler identified the styles of leadership that are considered the best and worst based on empirically grounded generalizations which have been tested and are considered to be a valid approach to explain how to achieve effective leadership and therefore success as it links how the leaders style relates to the particular context. The assessment used in Contingency theory is based on the leadership styles and situational variables, using the leader style measurement of the Least Preferred Co-Worker (LPC) Scale. Leadership styles are described as Task-motivated when the score is low on the LPC scale, where leaders are concerned primarily with reaching a goal. Leaders are relationship-motivated when they have a High LPC score and these leaders are concerned with developing close interpersonal relationships. In relation to Contingency theory a team atmosphere is considered to be good when there is a high degree of subordinate trust, liking and positive relationship. The atmosphere is poor when the atmosphere shows little or no subordinate trust, friction exists, and relationships are unfriendly.

Contingency theory has arguably widened the scope of the understanding of leadership from a focus on a single, best type of leadership such as trait, transactional or transformational, to emphasizing the importance of leadership style and the demands of different situations. It is also argued that as Contingency theory is a predictive approach, it can provide relevant information about the type of leadership that is most likely to be effective in particular contexts. Contingency theory argues that leaders should not expect to be effective in every situation but their effectiveness depends on the

context and their style. Contingency theory arguably has several strengths in that it can help identify suitable leaders for different situations and can arguably be of benefit to organizations that can place leaders in optimal situations according to their style.

In relation to the Council Contingency theory could help inform their leadership by matching leadership styles with particular needs and developing leadership profiles for human resource planning. This could then be used to recruit and place leaders in roles by matching their skills with the needs of the organization for example the ability to lead large scale change initiatives such as restructuring of departments. This could be a valuable approach as many of the existing leaders have worked in the public sector their whole careers and may not have the necessary experience or skills to carry out restructuring effectively.

Criticisms of Contingency theory are that it fails to fully explain why particular leadership styles are more effective in some contexts than others. There are also questions raised on the validity of the LPC scale as it is argued that it does not correlate well with other leadership measures. Another criticism of the theory is that it does not adequately explain what should be done when there is a workplace situation or context where there is a mismatch with the leader's style. There are also concerns that Contingency theory is too cumbersome to use in real world settings such as a complex organization as a council. There are also concerns that Contingency theory does not adequately deal with there is a mismatch with the leader and the situation (Northouse, 2007). Contingency theory contends that no single leadership style is effective in all situations, with different leadership styles better suited to some situations than others and with the leaders effectiveness being 'contingent' on the style of the leader being favourable to the situation.

#### **2.5.7: Path-Goal Theory**

The behaviours of leaders were taken further by the emergence of Path-Goal Theory which explored the interaction of leadership behaviours with situation characteristics in determining the leaders' effectiveness House's (1971). This theory related to the way leaders will encourage and give their followers support to achieve the goals that the leader has set by making the path to achieving these goals clear, removing any barriers and increasing rewards on route. House identified four leadership behaviours: directive, achievement-oriented, supportive, and participative. He also identified two situational variables subordinates' personal characteristics and environmental demands such as the organization's rules and procedures that most strongly contributed to leaders' effectiveness. The contingency models furthered the understanding of leadership but did not completely clarify what combination of personality characteristics, leaders' behaviours, and situational variables are most effective. Reviewers have all concluded that it has not been adequately tested (House 1997 Evans 1996; Schriesheim & Nieder, 1996, Yukl 1993).

#### **2.5.8: Servant Leadership**

Not long after the emergence of Path Goal theory emerged the distinctive 'Servant Leadership' paradigm which was introduced by the work of Greenleaf (1970, 1977) who explained that the Servant-leader is servant first and leader second. The philosophy around this paradigm is that the desire to lead emanates from an individual's natural feeling of wanting to serve and develops further

with an individual's aspiration to lead. Servant leadership aligns closely with religious morals and Spears (2002) lists several principles of servant leaders, which are relevant to public service. These are: listening, empathy, awareness, stewardship, commitment to growth of people, and building community, which are all arguably particularly relevant to leaders in a public service such as a Council. Keith (2009) argues that servant leaders are the best leaders during times of change, which is an interesting observation when one considers the amount of change that is taking place in the organisation in which the research is taking place and the Public sector as a whole. He goes on to explain that Servant leaders do not use change as an excuse to build their power and position and they refrain from making changes of making decisions on personalities, politics, or competition between rivals. Servant leaders focus on meeting the needs of the organisation and those they serve. The claims and principles associated with this paradigm also resonate with the researcher and there are several areas worthy of further exploration especially the claim that this approach to leadership is best during times of change.

#### **2.5.9: Leader-Member Exchange Theory**

Leadership theories then emerged seeking to explain the relationship approach to leadership with the emergence of Leader-Member Exchange Theory, also called LMX or Vertical Dyadic Linkage Theory, (Deluga 1998, Liden et al, 1997 and Seibert et al 2003) relates to relationships between leaders and a close group of trusted followers who the leaders impart a lot of responsibility to, including influence and access to resources. For this privilege the group are required to work harder and be more committed to completing task objectives, whilst being totally committed and loyal to their leader. Those outside the group have lower levels of choice and influence in the work place. The leader needs to ensure that he nurtures the group whilst not allowing anyone member of the group to have too much power which could result in them challenging the leader. There are several aspects of this theory that are of particular interest in relation to this research, are these relationships evident in the Council and if so do these dyadic relationships act as enablers or barriers to leaders in a Council setting.

#### **2.5.10: Transactional leadership**

Leadership research was then taken forward by the work of Burns (1978) who introduced the Transactional leadership paradigm, where the leaders seek to motivate followers by appealing to their own self-interest and is a relationship between the leader and follower built on reciprocity. Transactional leadership's principles are to motivate followers by the exchange process. Transactional behaviour focuses on the accomplishment of tasks and good worker relationships in exchange for desirable rewards. A criticism of transactional leadership is that it can place too much emphasis on the 'bottom line' and by its very nature is short-term oriented with the goal of simply maximizing efficiency and profits. The leader can pressure others to engage in unethical or amoral practices by offering strong rewards or punishments. Transactional leadership seeks to influence others by exchanging work for wages, but it does not build on the worker's need for meaningful work or tap into their creativity (Boyett, 2006). A key criticism of this paradigm is that if utilized as the primary behaviour by a leader it can lead to an environment permeated by position, power, perks and politics (McCartney and Cambell, 2006, Bass & Steidlmeier, 1999). This is another of the leadership theories that has struck a chord with the researcher with its use of reward and also the darker elements of leadership

which is of interest in relation to this research due to the political elements the elected members bring to leading a Council. Does position, power, perks and politics pervade the leadership of the Council and do they act as enablers and barriers to leadership? These are explored further in relation to the research during the analysis of the qualitative data in chapter 6 and the discussion chapter 7.

Transactional leadership theory comprises three first order factors; Contingent reward, Management-by-exception (Active), and Management-by-exception (Passive) these factors are explained in more detail in the following paragraphs. Transactional Leadership is basically the fulfilment of contractual obligations and is an exchange process. It is characteristically associated with objective setting followed by monitoring these objectives and controlling the objective outcomes.

#### **2.5.10.1: Contingent rewards**

Contingent rewards are a factor of Transactional leadership as mentioned earlier and refers to leader behaviours focused on clarifying role and task requirements and providing followers with material or psychological rewards contingent on the fulfilment of contractual obligations. Contingent reward (CR) is the classic transactional style, here the leader sets very clear goals, objectives and targets and clarifies, either openly or by inference, what “rewards” can be expected for successful completion. By rewards this does not simply mean financial or pecuniary rewards, not least because many managers have little ability to offer monetary bonuses or to vary salary levels. Rewards in this case refer to the whole range of non-financial rewards ranging from the more tangible of extra holidays, preferred work, time off, to the less tangible rewards of praise, status, visibility and recognition. The leader who uses this approach then monitors performance and provides or exchanges the reward and recognition if the performance targets are met or exceeded. If done successfully, this style will produce performance at the required levels. In effect followers will perform up to the level required to ensure they meet the objectives and targets that are specified. A perceived problem with this approach is that they may meet the targets that are set but they are not motivated to go any further. It is argued that to get employees to “go that extra mile” it is necessary to use the transformational style (Burns 1978, Bass & Avolio 2002). This is an interesting factor as various departments within the Council deliver services that are transactional by nature and as such have targets set against service delivery such as waste collection and food hygiene inspections etc. It will be interesting to explore if there is evidence of the use of associated rewards in the Council.

#### **2.5.10.2: Management-by-exception (Active)**

The next factor associated with the Transactional paradigm is that of Management-by-Exception (MBE) (Active) which refers to the active vigilance of a leader whose goal is to ensure that standards are met. The active MBE leader is the opposite of passive MBE leader in that he tends to focus very closely on any problems or deviations and has wide-ranging and precise monitoring and control systems to provide timely indications of any problems. This leadership style tends to have followers who frequently learn to avoid mistakes by “hiding” them. The MBE-A leaders is negatively related to innovation and creativity in the organization. Even when this style of leadership is carried out well it only tends to generate performance of a modest standard. This approach is of interest in a Council setting which has key standard of services levels for delivery that are in effect regulated by outside agency’s such as adult and children’s services and education. It will be interesting to explore what

MBE-A factors are evident in the leaders of the Councils behaviour and are mistakes being hidden? If these factors are noticeable in the leadership then as argued only a modest standard of performance is likely to be achieved as appears to be the case and not the transformation required to do more with less. These behaviours in relation to the Council leadership are explored further in chapter's 6 and 7. The key indicators of this style of leadership are that the leader tends to arrange things so they know if something has gone wrong; only tends to address mistakes and deviations; will remain alert for infractions of the rules; and spend energy teaching their followers how to correct mistakes.

#### **2.5.10.3: Management-by-exception (Passive)**

The final factor associated with the Transformational leadership paradigm is that of Management-by-exception (MBE) (Passive) which refers leaders, who are more passive in their behaviours. Leaders displaying this behaviour do not respond to situations or problems systematically, they only intervene when standards are not met, when sub-ordinates make a mistake or when the performance does not reach the leaders expectations. Leaders who display these behaviours are known to use punishment in response to unacceptable performance by sub-ordinates. This behaviour has an unfavourable effect on individual and group outcomes and has a negative effect on the leader follower relationship. There are elements of this behaviour that is similar to that of Laissez Faire behaviour (Bass & Avolio, 1994). As above these behaviours are also of particular interest especially the impact these may be having on the Council if they are prevalent and are discussed further in chapter 7. There is evidence to support the presence of these behaviours within the Council leadership especially related to projects. One only has to look at the report from the Welsh Audit Office (2011), to see the interventions that have not been made to address shortcomings in these areas from all levels of the Councils leadership.

#### **2.5.11: Pseudo-transactional leadership**

Avolio and Bass (1997) introduced the construct of 'pseudo-transactional leadership behaviour' where a leader promises rewards but fails to deliver, monitors followers but fails to take corrective action as problems arise, points to organisational rules but actually invents them and is a leader who says nothing when an error occurs but calls attention to it when it is too late to do anything about it. This is another style of leadership behaviour that has been all too familiar with the researcher, having unfortunately experienced these behaviours all too frequently during his career, including in local government and as such was of particular interest as the researcher in relation to this research as he was unaware of this construct prior to this research.

#### **2.5.12: Laissez-faire**

Another behaviour that is worthy of exploration is the construct of the Laissez-faire leader who is described essentially as a non-leader (Avolio and Bass, 1997; Kirkbride, 2006, Peck and Dickinson, 2009). A leader who displays the behaviours has a tendency to withdraw from the leadership role and offer little in terms of either direction or support to the organisation or staff. They are often 'absent or indifferent to the needs of their followers and as a result followers are often in conflict with each other regarding roles and responsibilities, try to usurp the leaders role, or seek direction and vision from elsewhere in the organization. Typically a Laissez-faire leader avoids making decisions; tends to abdicate responsibilities; refuses to take sides in a dispute; and generally shows a lack of interest in what is going on. Laissez-faire leadership represents the absence of a transaction of sorts with respect to leadership, in which the leader avoids making decisions, abdicates responsibility, and does

not use their authority (Gardner & Stough 2002). This component is generally considered the most passive and ineffective form of leadership. These behaviours are again of interest to the researcher in relation to the research given the challenges that public sector in general and specifically the issues that the Council have to address (Alimo-Metcalfe and Alban-Metcalfe 2006; Brooks 2007 and WAO 2011) and these behaviours are explored further in the findings chapters 5 and 6 and the discussion chapter 7.

#### **2.5.13: Transformational leadership**

In addition to these more recent insights on leadership, a new theory emerged termed Transformational leadership. Burns (1978) introduced the concept of transformational leadership, describing it as not a set of specific behaviours but rather a process by which "leaders and followers raise one another to higher levels of morality and motivation" (Burns, 1978:20). Burns stated that transformational leaders are individuals that appeal to higher ideals and moral values such as justice and equality and can be found at various levels of an organization. Transformational leadership theory focuses upon the connections formed between leaders and followers. These leaders motivate and inspire people by helping group members see the importance and higher good of the task. Transformational leaders are focused on the performance of group members, but also want each person to fulfil his or her potential. These leaders often have high ethical and moral standards. Transformational leadership theory comprises of five first order factors: Idealised (Attributes), Idealised (Behaviours), Inspirational Motivation, Intellectual Stimulation and Individualised Consideration. Transformational leaders are proactive and use this to make followers aware of collective interests so that they can achieve exceptional goal achievement (Bass & Avolio 2002).

The following table has been developed from (Bass & Avolio 2002) to briefly introduce and explain the first order factors of the factors associated with Transformational leadership behaviours. The table will also act as a summary of the transformational factors for future reference.

**Table 3: Transformational leadership behaviours**

Idealized influence (attributed and behaviours are combined)	Relates to the leaders social charisma, and if they are perceived to be powerful, confident and focussing higher level principles and ethical issues.
Inspirational motivation	refers to the ways leaders energize their followers by viewing future with optimism, stressing ambitious goals, projecting an idealized vision, and communicating to followers that the vision is achievable.
Intellectual stimulation	Refers to leader actions that appeal to followers' sense of logic and analysis by challenging followers to think creatively and find solutions to difficult problems.
individualized consideration	Refers to leader behaviour that contributes to follower satisfaction by advising, supporting, and paying attention to the individual needs of followers, and thus allowing them to develop and self-actualize.

Source: Bass & Avolio 2002.

On consideration of these factors in relation to the research, these attributes are arguably ideal for leaders in local government who are public servants, work in large complex organisations and are repeatedly tasked with changing the organisation depending on the political regime in power. This together with the pressures that Councils face to deliver more with less, have crystallised the researchers thinking for this research in that it would be very interesting to identify if the participants in the research have these attributes.

Key indicators of transformational leadership style are they clearly recognise what needs to be accomplished and provides support to staff in exchange for required effort. The transformational leader gives recognition to followers when they perform and meet the agreed-upon objectives and follows up to make sure that the agreement is satisfactorily met. A transformational leadership style ensures and arranges to provide the resources needed by followers to accomplish their objectives (Burns 1978, Bass & Avolio 2002).

The four transformational factors of idealized influence, Intellectual stimulation, inspirationally motivating and individualized consideration are discussed in their order and greater detail giving examples of the behaviours that are associated with each factor.

The first of the transformational factors refers to the leader who has become an idealized influence or 'role model for followers. These leaders are regarded as a role model because they display certain moral behaviours or have a certain personal characteristics or 'charisma'. These leaders are often associated with high moral values, such as honesty, integrity, trust, and purpose. The leader demonstrates unusual competence whilst celebrating their follower's achievements using power for positive gain and addressing any crises head on.



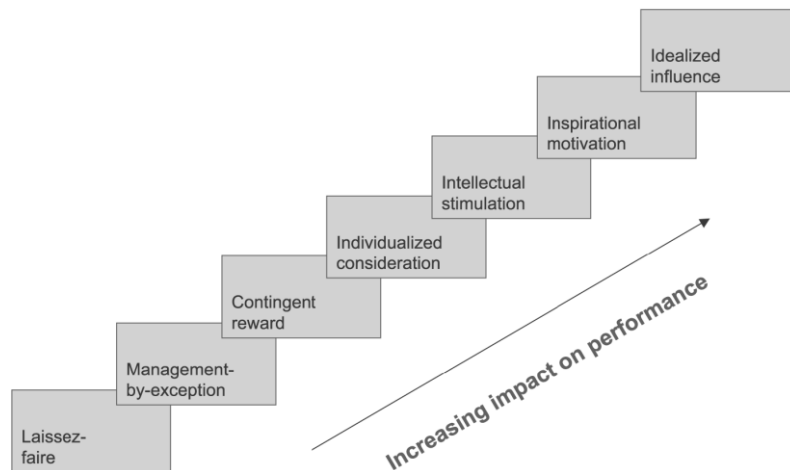
The second factor is the inspirationally motivating leader who is able to motivate their followers to better levels and quality of performance. Leaders who can apply this behaviour are generally able to communicate, in an exciting and persuasive manner, a vision of the future that their followers are able to believe in and they then make every effort to achieve. The leaders can often elevate the expectations of followers to achieve much more than they themselves thought they could do. Leaders will give an optimistic and attainable outlook moulding and determining their expectations and communicating their meaning. They can also reduce complex matters down to key issues that are simple to understand by using jargon free and simple language whilst ensuring that there is still a sense of priority and purpose.

The third transformational factor is Intellectual stimulation which relates to the leader's ability to stimulating their followers to consider issues and problems for themselves to increase their own abilities. This style can be compared to the behaviour parents use with their children. However this approach is seen less often in most organisations where arguably a 'telling' approach is used as opposed to an inquiring one. In this style the leader will re-examine assumptions, recognising patterns that may be difficult to imagine and the leader is willing to suggest and consider ideas that may appear silly. The leader will also encourage followers to revisit problems and to create an environment where changes to thinking are accepted.

The final transformational factor is Individualized consideration which relates to the leader's ability to demonstrate concern for their followers, treats them as individuals, they work to listen to the ideas and concerns getting to know them well. When asked about good leaders satisfied staff list some form of this approach at the top of their list. The leader has the ability to recognise that there are people who are different with strengths and weaknesses, likes and dislikes and is an active listener. Projects are assigned based on the ability and needs of an individual with a two way dialogue and exchange of views encouraged between the individual and leader. The leader also promotes self-development amongst their followers.

The MLQ questionnaire identifies the prevalence of these factors, the three transactional and laissez-faire behaviours and they will be revisited again in some detail following analysis and discussion findings from the data later in the thesis. To show the effect of these factors on performance they have been presented in Figure 5 which illustrates that the more of the transformational and less transactional and laissez-faire behaviours the more impact the leader has on performance. In effect this illustrates that the leader has an increasing impact on performance when displaying a Transformational leadership style (Bass & Avolio 2002).

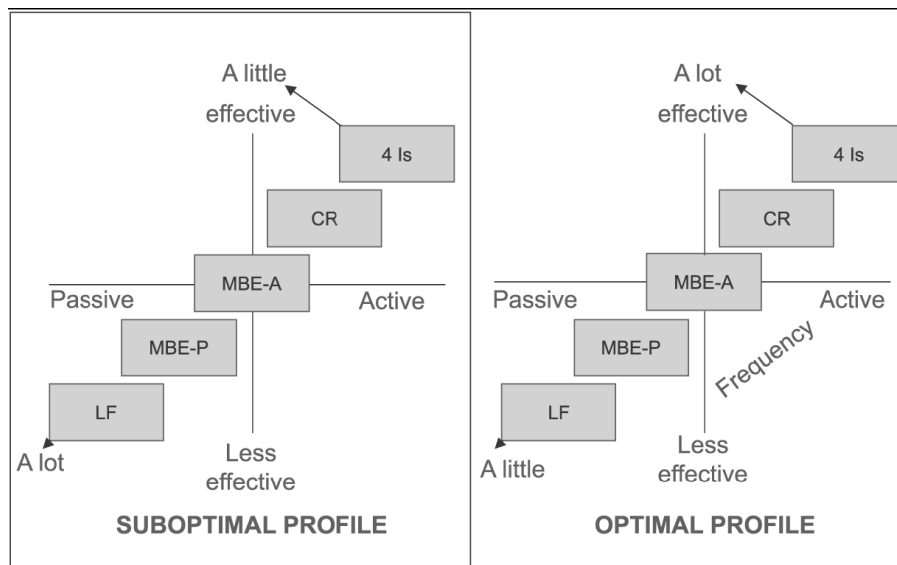
**Figure 2: Transformational Leaderships increasing impact on performance**



Source: (Bass & Avolio 2002).

This is taken a stage further in Figure 6 which shows the contrasting full range of leadership profiles which demonstrates that the optimal profile is the transformational style on the right of the image.

**Figure 3: Suboptimal and Optimal Transformational Leadership profiles**



Source: (Bass & Avolio 2002).

It is important to note that Bass and Avolio (2002) point out that all managers and leaders will exhibit all of these styles to some degree and there are times when all even exhibit some laissez-faire behaviour. Thus this approach is not simply a typology, but what counts is the frequency with which these behaviours are exhibited. Detailed research has looked at the effectiveness of each of these styles and many studies correlate the presence of these styles with the performance of the leader (Avolio, 1999).

The following table is a simplified version of the full-range model of leadership to help the reader contextualise the factors along the full range of leadership factors. This again acts as a summary pulling together the threads associated with each paradigm and help to make sense of these factors later in the thesis.

**Table 4: Transformational leadership behaviours**

Idealized influence (attributed and behaviours are combined)	Relates to the leaders social charisma, and if they are perceived to be powerful, confident and focussing higher level principles and ethical issues.
Inspirational motivation	Refers to the ways leaders energize their followers by viewing future with optimism, stressing ambitious goals, projecting an idealized vision, and communicating to followers that the vision is achievable.
Intellectual stimulation	Refers to leader actions that appeal to followers' sense of logic and analysis by challenging followers to think creatively and find solutions to difficult problems.
individualized consideration	Refers to leader behaviour that contributes to follower satisfaction by advising, supporting, and paying attention to the individual needs of followers, and thus allowing them to develop and self-actualize.

Source: Bass & Avolio 2002.

On consideration of these factors in relation to the research, these attributes are arguably ideal for leaders in local government who are public servants, work in large complex organisations and are repeatedly tasked with changing the organisation depending on the political regime in power. This together with the pressures that Councils face, to deliver more with less, have crystallised the researchers thinking for this research in that it would be very interesting to identify if the participants in the research have these attributes.

Key indicators of transformational leadership style are they clearly recognise what needs to be accomplished and provides support to staff in exchange for required effort. The transformational leader gives recognition to followers when they perform and meet the agreed-upon objectives and follows up to make sure that the agreement is satisfactorily met. A transformational leadership style ensures and arranges to provide the resources needed by followers to accomplish their objectives (Burns, 1978; Bass & Avolio, 2002).

The four transformational factors of idealized influence (attributed and behaviours), intellectual stimulation, inspirationally motivating and individualized consideration are discussed in their order and greater detail giving examples of the behaviours that are associated with each factor.

The first of the transformational factors refers to the leader who has become an idealized influence or 'role' model for followers. These leaders are regarded as a role model because they display certain moral behaviours or have a certain personal characteristics or 'charisma'. These leaders are often associated with high moral values, such as honesty, integrity, trust, and purpose. The leader demonstrates unusual competence whilst celebrating their follower's achievements using power for positive gain and addressing any crises head on.

The second factor is the inspirationally motivating leader who is able to motivate their followers to better levels and quality of performance. Leaders who can apply this behaviour are generally able to communicate in an exciting and persuasive manner a vision of the future, that their followers are able to believe in and they then make every effort to achieve. The leaders can often elevate the expectations of followers to achieve much more than they themselves thought they could do. Leaders will give an optimistic and attainable outlook moulding and determining their expectations and communicating their meaning. They can also reduce complex matters down to key issues that are simple to understand by using jargon free and simple language, whilst ensuring that there is still a sense of priority and purpose.

The third transformational factor is Intellectual stimulation which relates to the leaders ability at stimulating their followers to consider issues and problems for themselves to increase their own abilities. This style can be compared to the behaviour parent's use with their children. However this approach is seen less often in most organisations where arguably a 'telling' approach is used as opposed to an inquiring one. In this style the leader will re-examine assumptions, recognising patterns that may be difficult to imagine and the leader is willing to suggest and consider ideas that may appear silly. The leader will also encourage followers to revisit problems and to create an environment where changes to thinking are accepted.

The final transformational factor is individualized consideration, which relates to the ability of the leader to demonstrate concern for their followers, treats them as individuals, they work to listen to their ideas and concerns and getting to know them well. When asked about good leaders satisfied staff list some form of this approach at the top of their list. The leader has the ability to recognise that there are people with different strengths and weaknesses, likes and dislikes and is an active listener. Projects are assigned based on the ability and needs of an individual with a two way dialogue and exchange of views encouraged between the individual and leader. The leader also promotes self-development amongst their followers.

The MLQ questionnaire identifies the prevalence of these transformational, transactional and Laissez-faire behaviours and they will be revisited again in some detail later in the thesis following analysis and discussion of the findings from the data. To show the effect of these factors on performance they have been presented in Figure 2.5 which illustrates that the more of the transformational and less transactional and Laissez-faire behaviours the more impact the leaders has on performance. In effect this illustrates that the leader has an increasing impact on performance when displaying a Transformational leadership style (Bass & Avolio, 2002).

It is important to note that Bass and Avolio (2002) point out that all managers and leaders will exhibit all of these styles to some degree and there are times when all even exhibit some Laissez-faire behaviour. Thus this approach is not simply a typology, but what counts is the frequency with which these behaviours are exhibited. Detailed research has looked at the effectiveness of each of these styles and many studies correlate the presence of these styles with the performance of the leader (Avolio, 1999).

The table below is a simplified table listing the components of the full-range leadership model to help the reader contextualise the factors with each paradigm. This again acts as a summary pulling together the threads associated with each paradigm and help to make sense of these factors later in the thesis.

**Table 5: The factors associated with Laissez-faire, Transactional leadership and Transformational leadership profiles**

Non-leadership	Laissez-faire
Transactional leadership	Management-by-exception (passive)
	Management-by-exception (active)
	Contingent reward
Transformational leadership	Individualized consideration
	Intellectual stimulation
	Inspirational motivation
	Idealized influence

#### **2.5.14: Pseudo-transformational leader**

As with the Transactional paradigm above there is also a construct of a pseudo-transformational leader who are self-oriented, self-aggrandizing, exploitative, and narcissistic. Power-orientated pseudo-transformational leaders openly preach distorted utilitarian and crooked moral principles (Bass, B. M., & Avolio, B. J. 1997, Bass & Bass 2008). As earlier the researcher was also unaware of this construct and found it very interesting and could be of particular interest during the research.

#### **2.5.15: Public sector leadership research**

There is little shared understanding of the qualities required for effective leadership in today's public services. Leadership theory is laden with conflicting interpretations, with a full spectrum of views; from those who emphasise the primary importance of personal qualities, to those who say that systems are all-important. Leaders themselves often do not understand the reasons for their own effectiveness. There is a lack of the most basic information about leaders and leadership in the public sector (Edwards et al 2003). There is a need to obtain more information about issues and challenges leaders in the public sector face and to have a greater understand of leaders and the leadership paradigm in the public sector. While public services are not businesses they should definitely be run in a professional manner in terms of quality and value for money (Paine Schofield, et al 2008).

Alimo-Metcalfe & Alban-Metcalfe (2001) carried out research for the development of a 'New Transformational Leadership Questionnaire' to relate the Transformational leadership paradigm to that of the needs of UK organisations. There also carried out research to investigate the construct of nearby leadership and if dimensions of the transformational leadership paradigm that emerged from American studies on transformational leadership are comparable to found in UK organizations especially the Public sector (Alimo-Metcalfe & Alban-Metcalfe, 2005).

They interpreted nine factors:

- Genuine concern for others
- Political sensitivity and skills
- Decisiveness, determination self-confidence
- Integrity, trustworthy, honest and open
- Empowers, develops potential
- Inspirational networker and promoter
- Accessible, approachable
- Clarifies boundaries, involves others in decisions
- Encourages critical and strategic thinking

Their research findings differed fundamentally from the “heroic” models that have traditionally been associated with the research from the USA which dominates the literature for example the ‘Great Man’ theories of the 1930’s to 1950’s (Alimo-Metcalfe & Alban-Metcalfe 2005). They argue that the UK approach is closer to Greenleaf’s (1970; 1977 and 1996) notion of servant leadership. They also found that their questionnaire was useful in discriminating between ‘pseudo–transformational’ leaders with leaders who genuinely are transformational. Following their research they developed a model which they have called ‘engaging transformational leadership’, and they argue is relevant to leaders at all levels in public and private sector organizations and is relevant to the needs of these organisations in the twenty-first century (Alimo-Metcalfe & Alban-Metcalfe, 2001). As the research followed a grounded theory approach as Parry (1998) and was based on transformational leadership paradigm it was of particular interest to the researcher.

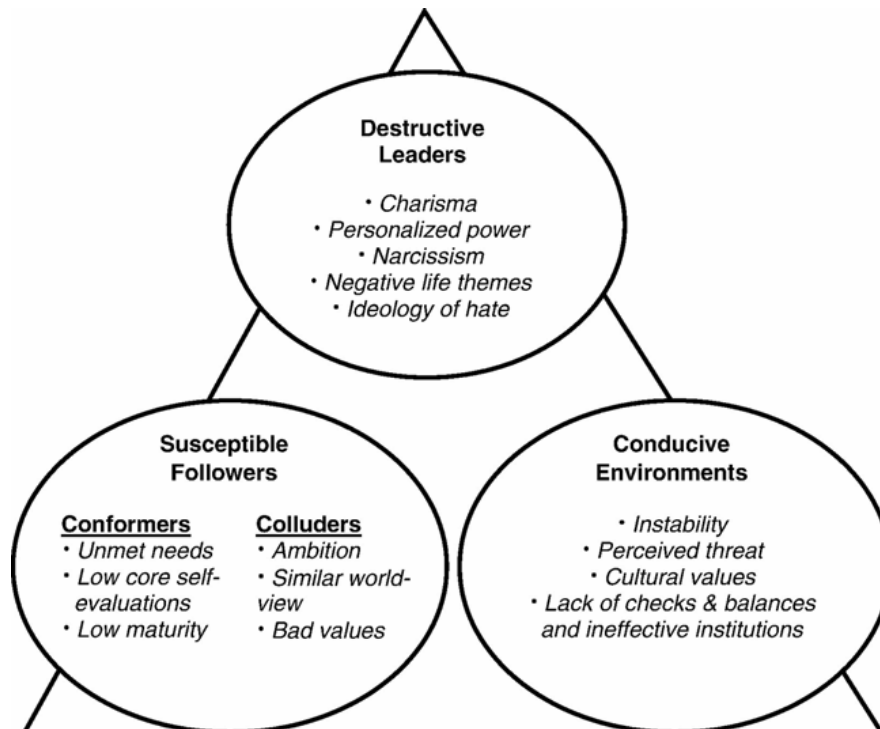
Brooks (2007) also carried out research on public sector leadership and his findings suggests that “to improve public sector leadership there must be a clear vision which articulates shared aims and public values” (Brooks, 2007:3). He also concluded that in relation to the ‘models of leadership’ in the public sector these tended to confuse rather than conflate the elements of effective public leadership and that the focus should be more on the purpose of leadership and its outcomes (Brooks, 2007:5). The research is also relevant to identify if the Council meet the UK governments criteria for a public service that is ‘fit for purpose’. This is one where everyone has access to public services that are efficient, effective, excellent, equitable, empowering and constantly improving (Brooks, 2007:3). This research emphasises the need for collective leadership (Brooks, 2007) in the public sector and is discussed further in chapter 7.

#### **2.5.16: Destructive Leadership**

During the literature review for the research it was interesting to encounter the term destructive leadership (Kellerman, 2004 & Padilla et al, 2007) this was a paradigm that was new to the researcher and was worthy of exploration. Kellerman (2004) carried out case study research and identified seven types of destructive leaders those who are incompetent, rigid and intemperate and those who are corrupt, callous, insular and evil. Padilla et al (2007) developed the toxic triangle which has three components, destructive leaders, conducive environments and susceptible followers as presented in the Figure 4. These behaviours have also been experienced by the researcher and arguably many others, yet the researcher was unaware of this construct and the work that has been carried out in this

area at the outset of the research, having put these negative experiences down to just bad luck, not realizing that there was a whole body of knowledge on the subject.

**Figure 4: The toxic triangle**



Source: The toxic triangle elements in three domains related to destructive leadership (Padilla et al 2007)

The toxic triangle model will be adapted to frame any destructive elements of leadership that emerge from the research relating to leadership in the organisation and presented in chapter 7 of the thesis.

#### **2.5.17: Other leadership theories of interest**

There are a range of other leadership theories that are of general interest to this study namely, Authentic leadership (Avolio 2005), which is a theory that is gaining momentum with the work of George (2003) who argues that these leaders genuinely have the desire to serve others in the course of their leadership. Bruce et al (2007) has taken work on this theory further and developed the "Authentic Leadership Questionnaire (ALQ)" which is a theory-driven leadership survey instrument which measures the components that have been conceptualized as comprising 'Authentic leadership'. Developing in parallel is Ethical Leadership, for example Burns (1978) argues that a primary leadership role or function is to increase awareness about ethical issues and help people resolve conflicting values. A comparison can be identified with the later work of Gini (1998) who claims that to be ethical, the leader must intend no harm and respect the rights of all affected parties. Ethical leaders seek to raise the consciousness of followers by appealing to ideals, and moral values such as liberty, justice, equality, peace and humanitarianism, not to baser emotions such as fear, greed, jealousy, or hatred, Yukl (2006:419). Servant Leadership (Greenleaf, 1970; 1977; 1996, and Prosser 2007) is a leadership theory that is also worth exploring, when one considers the setting of the research. Servant Leadership emerged as an idea that "the servant leader is servant first ... it begins with the natural feeling that one wants to serve, to serve first and then the conscious choice brings one to lead" (Greenleaf, 1996:1). This is an interesting concept in that a Council is indeed a public service and it

will be interesting to see if the behaviours associated with this paradigm emerge from the participants during the research.

Svensson et al (2006) argues that leaders need to build an awareness of components of sustainability into their management and business practices in order to be judged as successful, both in corporate decision-making and business behaviour in organizational performance in the long term. There has been a new term emanating from educational leadership literature, with recent books on Sustainable leadership by Fullan (2005) Hargreaves & Fink (2006), and Davies (2007). Here there is a deepening consideration of what has been termed 'Sustainable leadership. Davies (2007) argues that, 'Sustainable leadership' is a concept that is awaiting some consensus about what it is and more empirical evidence about its efficacy.

Rejecting the search for a "grand" theory of leadership, Alvesson (1996) invites researchers to take seriously the ambiguity of "leadership" itself. Whereas in the past, leaders used to direct and command, it is suggested that now they need to influence and support (Horner, 1997). With this in mind and considering the setting for the study reported herein this is a good place to introduce the theoretical context in relation to leadership research in the public sector. Alimo-Metcalfe and Alban-Metcalfe (2003) have examined the idea of Transformational leadership, covering the elements of innovation, culture and people. This approach seems particularly well suited to Local Government leadership, where leadership is shared at different levels which may arguably conform to the existing structure of the Council which has an elected Board, Executive Directors, Corporate and Senior Managers and service areas leaders. When reflecting on this research and when considering the transformation that is required in Local Government in order for it to meet the challenges it faces, the researcher has conclude that the Transformational Leadership paradigm will be a major focus of this research and will be covered in more detail than the other theory's.

## **2.6: Chapter Conclusion**

Leadership is a topic which has historically and still is an area of great interest with thousands of leadership studies published in academic books and journals on a regular basis. In spite of all these studies, the precise nature of leadership and its relationship to key criterion, such as variables in performance, sub-ordinate satisfaction and organisational effectiveness are still unclear. This fact together with the relative paucity of research on leadership in the UK public sector and the lack of qualitative research in particular, the researcher argues is the basis for carrying out this contemporary study of the leadership paradigm in a public sector setting. The researcher has critically reviewed the literature on leadership, leadership theories and philosophical positions to inform the selection of the lens in which the research was carried out and reported herein. It is axiomatic that leadership is a complex subject and despite the plethora of research and leadership theories; there remain many unanswered questions on leadership in general and more specifically leadership within a public sector setting. The sheer scale of the changes that the public sector faces could arguably support a contingency approach to leadership being implemented. Where leaders are selected and recruited for the organisation with specific skill sets that are matched to the situation. This is based on the position that the leaders' effectiveness and therefore success is linked to how the leaders style relates to the



context. For example the organization could recruit leaders who have a particular skill related to departmental restructuring and when this has been completed they move onto other areas requiring restructuring. However when reflecting on the numerous leadership paradigms as summarised in the following table, there remain many unanswered questions on leadership in the public sector which this research seeks to answer. To aid this process the researcher has concluded that two paradigms particularly resonate with public sector leadership, namely Transformational and Servant leadership. These two paradigms appear to align closely with the issues that the public sector face as they are required to transform and they serve their community. The researcher will utilize these paradigms to compare and contrast the findings of the research with this existing body of knowledge and to frame the discourse on leadership in this organisation. The following table presents a summary of the main leadership theories and their limitations.

**Table 6: Summary of concepts and limitations of leadership theories.**

Theory	Researchers and Writers	Theory	Critique
Great Man	Carlyle (1840) Bernard (1926) Stogdill (1948)	A leader has natural abilities of power and influence. They are born, not made.	Gender bias, does not cater for female leaders as theory developed as a time when leaders were predominantly male. Does not explain why those who may have been seen to have these attributes have failed to lead their organisations in a sustainable way. One of the major criticisms of great man theory was Spencer (1896) believed that attributing historical events to the decisions of individuals was a hopelessly primitive, childish, and an unscientific position.
Trait	Stogdill (1950) House, (1997) Nideffer (1977,2004)	A leader has qualities such as conceptual ability; creativity; diplomacy and tactfulness; persuasiveness; enhanced social skills; and emotional intelligence. Able to admit error.	Failure to produce a consistent and definitive list of traits and not able to explain why people who have the identified traits are not in leadership positions.
Behaviour	Barnard (1938) Stogdill (1963)	Leaders are made, not born. How a leader behaves toward followers in terms of task and people orientation is a key consideration for effectiveness.	Failure to produce a consistent and definitive list of effective behaviours.
Situational	Hoy & Miskel (1987)	Leaders can alter their behaviour as appropriate for the situation.	A leader constantly changing his/her style could leave followers bewildered and uncertain. Similarly, a leader may struggle with adapting their style rapidly, thus becoming confused and apprehensive.
Contingency	Fielder (1964)	is a leader-match theory, that attempts to match the leader to suitable situations	Success of the leader and leadership is contingent on matching the style of the leader with the correct setting. The effectiveness of the leader and therefore success is linked to how the style of the leader relates to the context.
Transactional/ Managerial	Burns (1978)	Leadership a series of transactions between leader and followers who are motivated by a system of rewards and punishment set to help achieve agreed goals.	Tend to focus on short-term, bottom line performance, tactical decisions, and the use of targets and measurements to justify their position. Debate stifled. Anxiety and impaired performance manifest, leading to follower distress and ill-health.
Transformational/ Relationship	Burns (1978)	Focus on the associations between all actors in the system and are able to transcend higher order goals by building meaning, purpose and values. Seen to have high ethical and moral standards and are often described as charismatic.	The notion of charisma is ambiguous. A person needs to have their leadership skills developed but it remains unclear how best these skills might be learned.
Leader-Member Exchange Theory	Deluga (1998), Liden et al (1997) Seibert et al (2003), Northouse (2004)	Leaders in groups maintain their position through a series of tacit exchange agreements with their members.	This is an interesting theory in relation to this research as this approach appears to pervade the Council. A criticism is that LMX theory runs counter to basic human values of fairness Northouse, 2004
Path Goal	House's (1971)	Path-Goal Theory included the interaction of leadership behaviours with situation characteristics in determining the leaders' effectiveness.	Evans (1996) Schriesheim & Nieder, (1996), Yukl (1993) all concluded that it has not been adequately tested.
Servant Leader	Greenleaf (1970,1996) Prosser (2007)	Servant leaders serve first and then lead, aligns closely with religious morals	There are concerns that in competitive leadership situations, people who practice servant leadership can find themselves left behind by leaders using other leadership styles. There are also possible conflicts between individual and organisational goal attainment.

The summary and critique of the main leadership paradigms clearly illustrates the conflicting claims and assertions of each of the various paradigms it is evident that there is room to explore leadership in

a Council setting. The main arguments presented in these theories no doubt resonate in different sectors and with different practitioners and research environments however the existing body of knowledge does not answer the questions raised in this research. What are the factors and meanings associated with leadership in a Council setting? What are the enablers and barriers to leadership? What is an effective strategy for supporting the development of leaders and leadership across the Council? All of these remain unanswered in the current research and this research will fill this gap in current knowledge by following a full grounded theory, mixed method approach to explore these social constructs through an inductive lens. The research is powerful in that it will give voice to participants in various leadership positions allowing them to express their interpretations and understanding of the leadership paradigm in the organisational setting of a Council. A systematic analysis and mining of the research data is used to identify and present the salient findings in chapter 5 and 6 and these are discussed further in chapter 7 and 8 of the research reported herein, to answer the questions raised by this study and to add the body of knowledge on leadership and leadership practice in a Council setting.



### **3.0: Research Methodology**

#### **3.1: Introduction**

In this chapter the methodological position and methods used in the study are explained and justified. The purpose of this study is to explore the meanings attributed to leadership by selected participants who work in leadership roles in a rural Council. As presented earlier the study herein reported uses a qualitative, inductive approach, with mixed methods of data collection utilized to answer to the following research questions:

1. Ascertain the predominant meanings leaders attribute to and associate with leadership in a Council setting.
2. Elicit the enablers and barriers to leadership in the Council from a leader perspective.
3. Inform the Councils strategy for supporting the development of leaders and leadership across the Council.

There is a key debate around leadership across the Council and it is these unanswered questions this research seeks to answer.

This chapter outlines the overall research design and rationale employed in this study and is structured so that it moves from the general considerations to methodological position for this specific study. The chapter is laid out in the following way, firstly there is an introduction to the chapter giving a brief overview of the research approach and methods used, recalling the research aim and research questions that this study was looking to answer. The second section presents the epistemological, ontological and methodological positions, justifying these and reflecting on why these positions were adopted. The third section explains the selection of the site and sample for this research. The fourth section presents the data collection methods and analysis using the MLQ questionnaire and semi structured interviews. Finally the chapter is concluded by drawing from the other sections to present the trustworthiness and authenticity of the research study, consideration of ethical issues and how these were addressed and a critical appraisal of the analytical techniques and methods employed.

The study herein reported explores representations of Executive and senior leaders, Elected Members (Councilors) and senior staff representatives in the County Council. A priori design and academic research procedures generally necessitate several steps, before undertaking primary research: in this case, data collection, analysis and interpretation. Design of this research study required these issues to be studied so they are clearly identified and understood in advance. This required a thorough review of literature on the subject, which exposed the researcher to the language of the field and identified the gap in knowledge which this research aims to fill. This chapter presents the ontological, epistemological and methodological approaches used in the research and how they were implemented in the research approach, to obtain the data required to achieve the research aim and to answer the research questions.

### **3.2: Research Design Overview**

The research seeks to elicit the meanings of leadership from participants who are in identifiable leadership positions in the Council to include Executive, senior managers, Elected Members and senior staff representatives, with the aim of obtaining an insight into leadership in a Council. A mixed qualitative and quantitative method allows the complexities of the organization under investigation to be incorporated without discarding, ignoring or assuming away relevant variables. Kan and Parry used a full grounded theory, mixed method approach for leadership research and it is this approach that has been followed in this research (Kan and Parry, 2004).

By conducting a mixed method approach for leadership research in a Council, using in-depth semi-structured interviews and the Multi Factor Leadership Questionnaire (5x), the research was highly opportunistic exploring the experiences, feelings, perceptions and attitudes of Council professionals and officers. The researcher was embedded in the leadership structure of the Council, working at and with all levels of the Council from the Board, Elected Members, Executive Directors, Senior Management and Staff Representatives. The approach was seen to allow the richness of the data to emerge from the participants, to provide a holistic understanding of the factors relating to leadership for the participants in this setting.

### **3.3: Philosophical Position**

It has been argued that one particular outcome of the researchers philosophical understanding may be seen to be the development of the research question (Saunders et al 2009), and a number of philosophical positions for this study were seen to be available. From an array of positions, the pragmatic approach appeared to offer the better opportunity for developing research questions that would be seen to satisfy the initial inquisitiveness behind the herein reported research study.

A pragmatic approach was seen to suggest that no one position was any better than any other position. That is, a positivistic notion of method of enquiry and knowledge creation was not necessarily better than a post-positivist view and vice versa. Rather, the pragmatic approach was seen to enable the choice of a mixed method approach whereby both quantitative and qualitative data gathering methods could be gainfully employed.

Such a position was deemed to be most suitable for the herein reported research study. The intention was to study what was of interest and value to the researcher an organisational member of the Council; and to do so in a way deemed appropriate and that would have only positive consequences for the researcher's value systems (following Tashakkori and Teddlie, 1998). As the study was concerned with how individuals occupying leadership roles within the Council as the research site, actually understood leadership and their leadership role, the research questions and the choice of a mixed methods approach to explore the meanings attributed to leadership were considered appropriate.

The herein reported research was considered to be exploratory with the intention of investigating how leadership was understood within the Council and increasing knowledge on leadership within that

organisation and to add to the body of knowledge on public sector leadership as opposed to attempting to prove a theory. Unlike the natural sciences which seeks to uncover laws of succession governing relations between observed phenomena, interpretivists assert that the social world is fundamentally unlike the natural world insofar as the social world is meaningful in a way that the natural world is not (Denzin and Lincoln, 2007). In the complexity of the social world, we rarely know things for certain and new research often challenges earlier perceptions of fact, as demonstrated by the re-emergence of leadership 'trait theory' (Nideffer, 1976, Bass and Stogdill 1990).

It is not intended to enter what has been described as a paradigm war (Blakie, 1977, 1978) but present the researchers philosophical position for this study. It has been concluded that for this research a positivists and quantitative approach, although appropriate for some is not an approach the researcher would use. A quantitative approach may yield interesting statistical data, however it will not yield the rich and meaningful data that a qualitative study will achieve (Kan and Parry, 2004). Therefore it was decided that an interpretivist and qualitative paradigm and the associated methods were the most suitable for this research. This approach it is argued will yield new and interesting data on the meaning and factors associated with leadership from the viewpoint of participants in leadership roles in a Council.

The majority of studies carried out on leadership to date have traditionally followed the positivist and quantitative data collection methods according to Fent et al (2007) so this will provide an insight into the leadership paradigm from an interpretivist and qualitative perspective. The research position is presented in the following sections and why other approaches were discounted.

### **3.4: Deductive verses inductive approaches**

Deduction is where inferences are drawn from particular instances and entails the development of a conceptual and theoretical structure tested by observation and the development of theory following observation of empirical study.

#### **3.4.1: Nomethetic**

The methods are nomethetic which is associated with deduction and Ideographic which is associated with induction. A nomethetic approach is one that constructs a deductively tested set of general theories that explain and predict human behaviour, Gill et al (2002).

#### **3.4.2: Ideographic**

Ideographic approach is where the explanation of human behaviour is possible only through gaining access to actors' subjectivity or culture (Gill and Johnson, 2002). Table 7 presents the difference in emphasis of nomethetic and ideographic approaches.

**Table 7: Nomothetic vs. Idiographic approaches.**

	Nomothetic methods emphasize		Ideographic methods emphasize
1	Deduction	vs.	Induction
2	Explanation via analysis of causal relationships by covering –laws (etic)	vs.	<b>Explanation of subjective meaning systems and explanation by understanding (emic)</b>
3	Generation and use of quantitative data	vs.	<b>Generation and use of qualitative data</b>
4	Use of various controls, physical, statistical, so as to allow the testing of hypotheses	vs.	<b>Commitment to research in everyday settings, to allow access to, and minimise reactivity among the subjects of research</b>
5	Highly structured research Methodology to ensure reliability of 1, 2, 3, and 4	vs.	<b>Minimum structure to ensure 2, 3 and 4 (and as a result of 1)</b>

Source: Adapted from Gill and Johnson (2002).

The table has been used to help clarify the differences of approach and enabled the researcher to highlight in bold text the methods that are most suited to this research. The researcher concluded that Inductive and Ideographic methods are closest to his world view and the methods that were most suitable to answer the research questions and therefore be the most appropriate for the research.

These methods will allow analysis of the subjective accounts and meanings that are generated by the participants during the research and allow detailed analysis for greater understanding of the factors attributed to leadership in the Council. It allows the research to be carried out in the everyday settings of the Council with access to participants in leadership roles, whilst minimising the reactivity among the participants of the research. This approach also avoids the potential for the researcher to introduce controls that may impact on the data collection and ability of the research participants to freely express their views.

This approach allowed for the minimum amount of structure, whilst enabling all of the research objectives to be achieved by following an inductive approach. “The subsequent findings are grounded in the accounts of the subject’s meanings and interpretational systems for explanation and understanding” (Gill and Johnson, 2002:44). As this research relates to the meanings and factors attributed to leadership in a Council, it was the approach that was used.

### **3.5: Comparison of quantitative and qualitative paradigms**

Table 8 presents a simple comparison between qualitative and quantitative paradigms related to data collection and research which has been adapted to present the approach used in this research. The purpose of the table is to show which elements that have been utilised in this study and which produces a meaningful method of enquiry and data collection as postulated by Kan and Parry (2004). Generally the key difference between quantitative and qualitative methods is their flexibility. Quantitative methods are generally viewed as less flexible, with researchers using identical closed questions which are analysed to obtain a meaningful comparison of participant responses. Table 8 is offered to enable a simple comparison between quantitative and qualitative paradigms.



**Table 8: Comparison of quantitative and qualitative paradigms.**

	<b>Quantitative</b>	<b>Qualitative</b>
<b>General framework</b>	Instruments use more rigid style of eliciting and categorizing responses to questions	<b>Seek to explore phenomena</b>
	Use highly structured methods such as questionnaires, surveys, and structured observation	<b>Instruments use more flexible, iterative style of eliciting and categorizing responses to questions</b>
	MLQ Only used to compare and contrast against interview responses.	<b>Interviews semi-structured and participants elaborated as they wished.</b>
<b>Analytical objectives</b>	To quantify variation	<b>To describe variation</b>
	To predict causal relationships	<b>To describe and explain relationships</b>
	To describe characteristics of a population	<b>To describe individual experiences To describe group norms</b>
	<b>No statistical relevance sort in this study</b>	<b>Analysis of responses carried out and compared with MLQ (5x) responses</b>
<b>Question format</b>	Closed-ended	<b>Open-ended This yielded rich data during the interviews</b>
<b>Data format</b>	Participant responses do not influence or determine how and which questions researchers ask next	<b>Participant responses allowed the researcher to explore different areas</b>
		<b>Study design is iterative, that is, data collection and research questions are adjusted according to what is learned.</b>
		<b>The question set remained the same but participants were allowed to expand and introduce other topics as they wished.</b>
	Numerical (obtained by assigning numerical values to responses)	<b>Textual (obtained from transcription of interview audiotapes, and field notes)</b>

Source: Adapted from Qualitative Research Methods (Mack et al 2005)

Quantitative instruments are seen as more rigid and structured to quantify variation in an attempt to predict a causal relationship. Qualitative methods seek to explore the phenomena iteratively, eliciting participant responses during interviews and observations allowing a rich description and explanation of the participants' relationships, experiences, and meanings to be obtained. It is argued that this allows for a greater degree of spontaneity and adaption of the interaction between participant and researcher with both having the freedom to elaborate and in explore meaningful and culturally

significant issues in greater detail (Mack et al 2005:7). This flexibility and nature of enquiry aligns with the aim of the research and the position of the researcher.

As this study was seeking to explore the phenomenon of leadership in a Council, the qualitative instruments were deemed more flexible, allowing an iterative approach to the research, enabling the researcher to elicit and categorize participant responses to questions asked during interviews. The interviews were semi-structured allowing the participants the opportunity and flexibility to expand and elaborate as they wished. The quantitative approach allowed the variation and different meanings attributed to leadership to emerge from the data, with participants explaining relationships in the Council and their individual experiences, with the researcher having the ability to probe and explore. This also permitted an iterative approach enabling the interview style to be adjusted during the data collection process. The interviews were recorded and subsequently transcribed allowing the textual data and field notes obtained to be coded and analysed. The use of semi structured interviews allowed for the data obtained from each participant to be compared and contrasted. This approach also allowed for a comparison to be made with qualitative data obtained from the participants MLQ questionnaire responses.

### **3.6: Research Philosophies**

There are different research traditions, paradigms and a plethora of research methodologies associated with social science research. The research paradigm may be viewed as a set of basic beliefs, sometimes called the 'world view' that defines the nature of the world for the researcher and their place in it. This can be summed up by answering three questions, Ontological, Epistemological; and Methodological, (Guba and Lincoln, 1994).

#### **3.6.1: Ontology**

Ontological or ontology is the basic beliefs an individual holds about the nature of something, the general belief that it is possible to predict social behaviour in the same way that it is in the natural world. These ontological questions shape the way the researcher believes the social world should be studied (Creswell, 1994). The researcher's ontological position is that people individually and collectively create meaning.

#### **3.6.2: Epistemology**

Epistemology relates to the researchers theory of knowledge, it is argue that knowledge is derived from interactions between people and their environments and resides within cultures, a position supported for example by Schunk, (2000); McMahon, (1997). Constructionism theory of knowledge is related to how social phenomena or objects of consciousness develop in social contexts. Social constructionism is a general term sometimes applied to theories that emphasize the socially created nature of social life (Marshall, 1994). Constructionist's view that all knowledge and therefore all meaningful reality, is contingent upon human practices being constructed by interaction between human beings and their world that are developed and transmitted within an essentially social context. In the constructionist view, as the word suggests, 'meaning is not discovered but constructed' (Crotty, 1998, p.42).

This view is particularly relevant to the researchers world view and this research, as the aim is to identify meanings and factors participants attribute to leadership in a Council. Social constructionists argue that the world we experience and the people we find ourselves to be first and foremost the product of social processes. It is the social reproduction and transformation of structures of meaning, conventions, morals and discursive practices that principally constitutes both our relationships and us.

This is relevant to this research as the participants will hold different views, meanings and understanding of the leadership paradigm in the Council. This also implies that language is the dominant carrier of categories and meanings and is the medium which provides much of the raw material for our activity. In relation to the research, it was interesting to reflect on the language and meanings that the participants who are in leadership roles, expressed during the research. When reflecting on the constructionist's position the researcher found that not only did he empathise with this position, but would argue that that it aligns perfectly with the desired outcomes of the research, in the exploration of the meanings and factors relating to leadership in a Council. It was concluded that this is the most appropriate epistemological position for the researcher and this research.

### **3.7: Methodology**

Methodology is the methods that the researcher adopts to gain knowledge about subject of the research and defines what is reliable and valid knowledge (Guba and Lincoln, 1994). When conducting research the steps are sequential in that the ontology of the researcher will determine the epistemology and epistemology will determine the methodology and the methodology will determine the research methods for the data collection for the research. In relation to the research and researcher it was very important to understand and to clarify this at an early stage of the research.

The wide range of methodological approaches that are presented to a researcher can at times seem overwhelming they certainly were for this researcher. Prior to attending the DBA programme the researcher was purely aligned to the positivist and quantitative tradition and position of research and was intending to follow these positions when carrying out the research. However, like many students before, the researcher was presented with other philosophical positions and research methods during the DBA programme which have enabled him to consider and reflect critically on a range of alternatives to his initial position.

As alluded to earlier in the chapter, leadership research has predominantly followed a positivist and quantitative approach to research (Fent et al, 2007). The researcher was therefore keen to explore other alternatives and although many of the research approaches used in social science could yield interesting data on Council leadership and to increase knowledge in this area. The approach followed should not be seen as conflicting with other paradigms, but must be a valid method to add to the body of knowledge in this area.

Like many researchers faced with this dilemma, even challenge to reflect that what appears to be the correct position for the researcher, may not be the correct position for others. From the outset the aim of this study was to research leadership from a position and using methods that will both stand up to

rigour of academic scrutiny and add to the body of knowledge on Council leadership at a time of unparalleled change (following Kan and Parry, 2004).

On consideration of the research paradigms of positivism and its associated methods of surveys: longitudinal and cross sectional, correlation and experimental (Gill and Johnson, 2002) and Interpretivism and its phenomenological (Schütz, 1967), ethnographical (Denzin and Lincoln 1994), case study (Yin, 2003), interview methods (Kvale, 1996) and action research methods (Greenwood and Levin, 1998). Without writing tomes of arguments for and arguments against, the researcher concluded that several were impractical from the outset; a brief justification is presented here. In relation to a positivist's position and associated methods, it was not practical to carry out a survey that would yield sufficient data to be statistically relevant and experiments were not practical in the timescales of the research and limited resources available to the researcher.

Interpretivisms action research although appropriate to explore the leadership phenomena and being relevant to obtain practical knowledge in social science (Nolen and Putten, 2007), was discounted as the researcher was not seeking to solve a problem. The aim of the research was to gain practical knowledge on Council leadership; there was not an intention to solve a real world situation or real world problem (O'Brien, 1998). Rather, the intention was to gain a greater understanding of the leadership paradigm in a Council setting. The researcher did not take an emancipatory approach, as he was not seeking self-knowledge or self-reflection or trying to give voice to those who do not normally have voice in a given situation, in this instance participants' in leadership roles (McCarthy, 1979).

In relation to Interpretivism, several associated methods were considered suitable, such as a case study (Yin, 2003) observation and interviews. It may be argued by some, that this research is a case study, however the researcher would argue that it is a grounded theory study using qualitative, quantitative data collection to ensure that the tenets of case study research do not distort true emergence for theory generation (Glaser, 1998). A case study contravenes a key principle of grounded theory in that Yin (1994, p. 28) states 'theory development prior to the collection of any case study data is an essential step in doing case studies'. The researcher argues that the grounded theory methodology is driving this investigation so that the research can study leadership in a natural setting. The findings are grounded in the data of this study, answer the research questions and lead to a greater understanding of the nature and complexity of the leadership paradigm in a Council setting, which has previously been an area of relatively little study.

The researcher felt that a case study and in combination with grounded theory could have been used for leadership research in a Council and would no doubt yield interesting data; however for this research considering the factors above there were reservations about this approach and the information that would have been obtained and the ability to answer the research question and it was therefore discounted. Interviews would allow for the emergence of rich data as the participants and researcher could explore responses in greater detail. It was therefore concluded that interviews were the most appropriate method of data collection for this study. To supplement this data and in line with

a mixed method approach the robust Multifactor Leadership Questionnaire (5x) would also be completed by each participant.

The researcher's decisions were also influenced by Kan and Parry (2004) who carried out research using the full grounded theory method on "leadership in overcoming resistance to change". They contend that grounded theory is a method well suited to enhancing our knowledge of leadership. Grounded theory uses qualitative research methods with the aim of generating theory which is grounded in the data, rather than testing existing theories (Glaser, 1978, 1992; Strauss & Corbin, 1990). Grounded theory has evolved and Charmaz (1995b, 2000 and 2006) has contended since the mid-1990s that a constructivist approach to grounded theory is both possible and desirable.

Kan and Parry (2004) argue that it incorporates the complexities of the organization under investigation without discarding, ignoring, or assuming away relevant variables. Therefore, the richness of the data ensures that the resulting theory from the analytic approach of the grounded theory method provides a holistic understanding to the leadership process for participants and researchers alike, the richness of the leadership phenomena is more fully illuminated. Critics of grounded theory argue that it fails to give proper attention to both data collection techniques and to the quality of the gathered material. Skodol-Wilson and Ambler-Hutchinson (1996) provide a summary of some of the main misconceptions which have resulted in the 'methodological slurring' of grounded theory. Goulding (1999) argues that these centre largely on generation erosion, premature closure, and methodological transgressions. These criticisms have been considered and this research has endeavoured to avoid them by sticking to the methodological positions set out earlier.

Denzin and Lincoln (1994:13) argue that all research is "guided by a set of beliefs and feelings about the world and how it should be understood and studied" Davies (2007) argues that the consequences of this argument is to say that all knowledge is relative to the person interpreting it, but the qualitative researcher aims to overcome this risk by assiduously and continuously checking a postulated theoretical position against the evidence that the investigation throws up. In relation to this study "Social reality is best understood as constructed rather than given and natural and this can productively inform the study of leadership" Alvesson et al (2003:1441). The study is exploring the factors leaders construct for themselves as individuals and for their relationships. The qualitative approach directs the researcher to choose one or a few specific interactions to explore in depth. Thus, an appropriate means of investigating the topic from this perspective is the use of semi-structured interviews supplemented with the MLQ (5x) questionnaire exploring and understand the meanings key informants have, their interactions and views on leadership in the Council.

The questionnaire traditionally associated with a quantitative study is not commonly used in grounded theory studies but was considered an additional data source (following Kan and Parry 2004). The multi factor leadership questionnaire (MLQ 5x) is a quantitative questionnaire and contains 45 items identifying and measuring leadership behaviours. It identifies nine leadership factors which it is argued represents the full range of leadership styles. These are five transformational leadership behaviours which are individual consideration, intellectual stimulation inspirational motivation, idealized behaviours and idealized attributes. The three transactional leadership behaviours are contingent

reward, management-by-exception (passive), and management-by-exception (active). The questionnaire also measures non-leadership Laissez-faire behaviour. The nine factors are measured by four highly inter-correlated items (Bass & Avolio, 1997). The researcher argues that it is essential to get an understanding of these factors to inform this leadership study. Parry (1998) argues that the use of quantitative instrument alongside the qualitative data is to provide an in-depth understanding of the leadership phenomenon from multiple perspectives and to complement the use of interview data is seen as an effective way to achieve the triangulation of data (Kan and Parry, 2004).

### 3.8: Summary of Methodological Position

The table below presents a summary of the overall methodological position of leadership research in the Council discussed earlier.

**Table 9: Summary of Researchers Methodological position**

Epistemology	Social construction
Theoretical perspective	Interpretivism
Ontology	People Individually and collectively create meaning
Methodology	Grounded Theory, Qualitative
Methods	Semi-structured Interviews MLQ (5x) Questionnaire

To summarise, the research was carried out through the interpretive lens which has an “ontology in which social reality is regarded as the product of processes by which social actors negotiate the meanings for actions and situations; it is a complex of socially constructed meanings”. In its epistemology, “knowledge is seen to be derived from everyday concepts and meanings” Blaikie (1993:96). A qualitative mixed methods approach for data collection was used. This is an important consideration as Fent et al (2007) argues that leadership research is still largely dominated by quantitative studies and there is a paucity of research on public sector leadership following a qualitative paradigm.

### 3.9: Research design

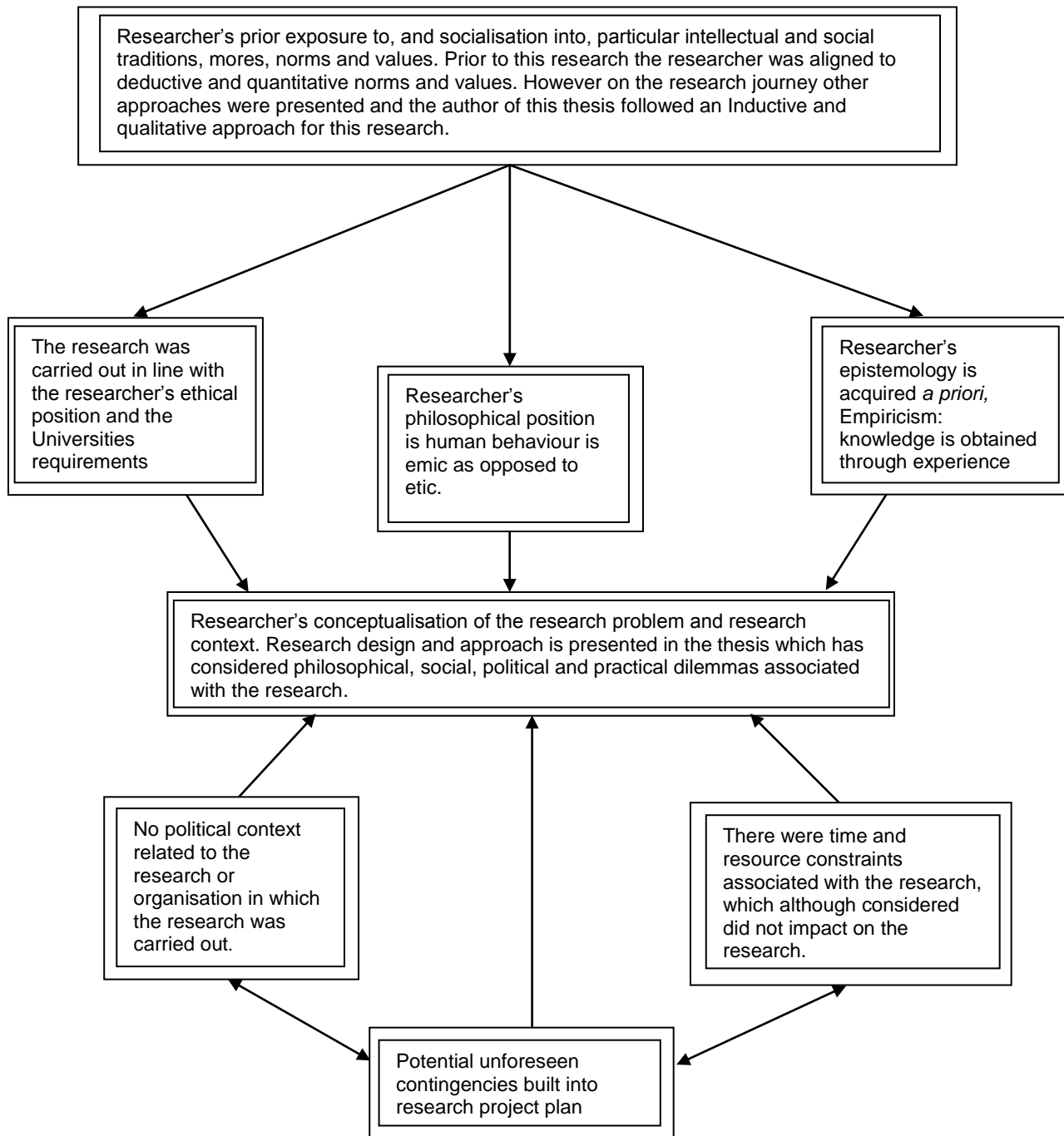
The research design is essentially the structure of the research to ensure that the data obtained will allow the research to achieve the aim and objectives of the research and answer the research questions. For the research herein reported a mixed method approach was used to uncover the experience, meanings and factors associated with ‘leadership’ a UK County Council. Multiple approaches were used consisting of semi-structured interviews and a questionnaire that were combined to create a meaningful method of inquiry (following Kan and Parry, 2004). Data collection and analysis proceeded in a logical order using a questionnaire first, followed by semi-structured interviews and by the analytical stages. The in-depth interviews are optimal for collecting data on individuals’ personal histories, perspectives, and experiences, particularly when sensitive topics are being explored Mack et al (2000:2).

Multiple research methods were used by adopting what Bryman describes as a 'methodologically ecumenical strategy' (1988:155), carrying out semi-structured interviews and using a robust questionnaire to investigate leadership in a County Council. The interview questions examined participant perceptions and obtained data rich in detail and description. The MLQ (5x) gave a profile of the participants self-rated leadership behaviours and was compared against their responses to the interview questions.

A major consideration for following this approach which is of particular importance was the sensitivity of the research and how it may have had the potential to impact on the participant responses. Whilst asking professionals to discuss their views on leadership and how that it is manifested in the organisation could have proved challenging to the participants; especially when it came to the expressing their true feelings and experiences on the matter during a time of significant change. To counter this, the researcher made every effort to reassure the participants that their anonymity and confidentiality would be ensured (Denzin and Lincoln, 2003) this is covered in detail later in the chapter. The use of the semi-structured interview questions and the researcher's assurance of their anonymity allowed the participants to express their feelings with an openness which may not have been the case if they felt that these views could be traced back to them.

The following diagram has been adapted and presented as the researcher feels that it neatly summarises the philosophical, social, political and practical dilemmas which could have impacted on this research.

**Figure 5: Summary of the philosophical, social, political and practical dilemmas, which could impact on the research.**



Source: Adapted for use in this research from the work of Gill and Johnson (2002:193)

Having begun to explore the overall methodological position, the methods used for the study are presented herein.



### **3.10: Data Collection Methods**

The study primarily followed a qualitative approach to research on 'leadership' that has been espoused for leadership research by Alvesson (1996), Bryman et al, (1988) and Conger (1998). They argue that such an approach gives flexibility to follow unexpected ideas during research and to explore processes effectively, with sensitivity to contextual factors. Bryman (2004) argues qualitative research has also been very quick to explore new areas of leadership, such as shared leadership, e-leadership, and environmental leadership and to encourage questioning of what we mean by leadership and how the phenomenon should be investigated.

This enabled the researcher to reflect and decide on the most appropriate approach to adopt and follow. There are many concerns existing in the Council and local government in general around job security, downsizing, restructuring, headcount reduction, amalgamation with other organisations such as Health Boards all of which have an unsettling effect on employees, including those in leadership positions. Giving these considerations a qualitative approach will give the flexibility to explore ideas, the leadership process and participants views, whilst always being sensitive to personal and operational factors that are present or may arise, such as confidentiality, anonymity and ethical issues.

Consideration of these issues allowed the researcher to shape the investigation into the factors associated with leadership, to ensure that confidentiality was a key consideration when communicating invitations to participate, arranging timings and locations for interviews and questionnaire completion all of which were arranged directly with the participants even though many of them had assistants who dealt with their correspondence. The interview and questionnaire data obtained from the participants was anonymised and kept secure to in a locked brief case and subsequently a secure filing cabinet in the home of the researcher. The general framework as presented explored the leadership phenomena in the context of a rural Council. The semi-structured interviews and self-completion questionnaire allows for an iterative approach to data collection and eliciting and categorising the factors participants attribute to leadership. The semi- structured interviews allowed participants to elaborate in their responses as they wished.

The semi-structured interview asked a series open-ended questions which can be found in Appendix D (following Kan and Parry, 2004), yielded rich data during the interviews. The MLQ (5x) used closed questions and the responses were only used for comparison with the responses the participants gave in the interviews and with the optimum profile and no statistical relevance was sought in this study. The analytical objectives were to describe the variation in responses and explain relationships between the participants and leadership of the Council. It allowed for participants to describe in detail their own individual experiences and comparisons to be drawn between these and the group norm.

The data format was textual following transcription of the audiotapes used to record the interviews and notes taken during the process. During the interviews the participants' responses enabled the researcher to ask subsequent questions or request an elaboration on the response to obtain rich data in each interview. The iterative approach allowed for the interview process to be dynamic allowing the participants to respond to the questions as they felt most appropriate in time and length, maintaining a

consistent approach and consistent set of questions being used, but allowing the flexibility for the participants to expand or introduce other topics as they wished.

### **3.11: Selection of Research Site**

The selection of the research site was a relatively straight forward exercise, as the research was on leadership in a Council and the researcher worked for a Council. It was therefore decided to carry out the research in the researchers own organisation the Council in which he worked. This allowed access to the organisation and participants for the purposes of research on leadership. It was considered that there would be a degree of reciprocity in that the researcher would benefit personally by using the research in part fulfilment of the DBA and the Council would benefit by having access to the findings of the research. The research was highly opportunistic as the researcher had unparalleled access to the leadership of the organisation at a time of significant change. This would not only add to knowledge in the organisation context but would potentially be of interest to the wider research community and practitioners due to the challenges that Councils face across the whole country.

The Council were sponsoring the researcher on the DBA program and gave permission for the research to be carried out and allowing the researcher access to staff, resources and time to carry out the research. All research activities were carried out with the highest regard to confidentiality and ethical considerations, the arrangements on how these sensitive issues were addressed are presented in detail herein, all participation was voluntary and at no time was any confidential information disclosed to the Council or anyone else with the exception of the researcher's academic supervisory team. There were no conflicts of interest real or perceived in carrying out the research.

### **3.12: Sample Selection**

Choosing the sample is an important step in any research and required careful consideration for this research. The study's primary goal was to study leadership in the Council, a rural Council in Wales. Consideration was given to a number of selection methods including convenience, quota, random and purposive sampling (Davies 2007). The aim was to obtain a representative sample, answer the research question and at the same time be realistic. An appropriate sample size for a qualitative study is one that adequately answers the research question (Marshall, 1996) and the theory is grounded in the words and actions of those individuals under study (Goulding, 2003). Grounded theory permits the researcher to study the meanings that activities have for people in a social context (Creswell, 1998) this is taken further by Dey (1999) who draws on Creswell (1999) and developed twelve step approaches to a grounded theory study that was adopted for this research.

On reviewing the sampling methods it was decided to use a purposive sample for selection of the participants as this has been used to successfully gather research data, see Bass and Avolio (1992), Bryman (2008). Qualitative research aims to reflect the diversity within a given population (Kuzel, 1992) and as such the researcher would argue that purposive sampling was the most appropriate choice for sample selection for this study. The purposive sample is used to pre-select participants according to criteria relevant to the research question (Mack et al 2005). For this study the target participants were with members of the Executive and senior management team, Elected Members and

senior staff representatives who are all in identifiable leadership positions and representative of the leaders and leadership of the Council. Using these criteria the researcher was able actively to select a suitable sample to answer the research question (Marshall, 1996).

### **3.13: Participant selection**

There were a vast amount of people who could have participated in this study, Councillors, Directors, Senior Managers, Department heads, Unit heads, Head teachers, Team leaders the list could go on and on due to the size and complexity of the organisation in which the research was being carried out. Therefore a sample was needed that was appropriate to meet the objectives of the research and could be recruited in the time available (Davies, 2007).

It was not possible to include every member of staff considered to be in a leadership position across the Council, due to the sheer numbers and it was unrealistic for one researcher with limited resources, carrying out this study on a part time basis to capture the views of all of these people. With this in mind the sample was selected from four distinct groups of leaders in the Council, Elected Members, Executive Directors, senior managers and senior staff representatives. An important consideration was that the research had to be carried out in a timely manner as there was a possibility that participants may leave the organisation either voluntarily or by being made redundant during the restructuring process.

All members of the Executive, senior manager and senior staff representatives groups were invited to participate; in addition two Elected Members of the Council were invited and accepted the invitation to participate. The Elected members were selected to participate in this research as they were a past and present Board member and they were also the most accessible members of this group for the researcher. They also possessed practical knowledge and experience of working at the highest level of the Councils leadership and working with members, Executive Directors, senior managers and staff representatives of the Council. These members were also portfolio holders leading on several projects that would affect the whole of the Council, namely occupational health, well-being, Corporate Health and Safety and HR and would be working closely with the participants and others in leadership positions across the Council on these and other projects across the Council.

A good representative sample was achieved with a mix of Executive Management Team (EMT) and senior managers, senior staff representatives and Elected Members agreeing to participate in the study. The purpose of the study was to uncover the meaning and factors associated with 'leadership' in a UK County Council and to achieve this, the number of participants was important as was the ability to select the sample using my knowledge of the participants, their positions, professional relationship with the researcher ensuring trust. In choosing to sample in this way, the researcher was aware of the potential for selection bias, if he only selected those who were willing to participate they may wish to present a positive view of leadership in the Council and avoid any negative experiences and the potential for an uneasy tension to exists (see Ritchie, and Lewis 2003, Sheehan, 2000, Hammersley and Gomm, 1997). This dilemma was considered and efforts were made to ensure that the participants would offer diverse views on leadership in the Council by inviting all members of the

Executive management team, all members of the senior management team, two senior Elected Members and all the senior members of the Councils three recognised trade unions.

From the total number of nineteen people from the various groups initially invited to participate in the research, fourteen eventually accepted the invitation to participate in the study; in relation to those who declined the invitation to participate, they were thanked and their wish not to participate was respected. The researcher following Glasser and Strauss (1967), Goulding (2003) and Kan and Parry (2004) assert that this is an adequate number of participants to satisfy the 'grounded theory' approach and achieve data saturation.

Grounded theory is guided by the concept of data saturation; theoretical saturation is achieved when there are diminishing returns of the themes emerging from each new analysis of the data. The categories and relationships that emerge from the new participant data being analysed, confirm the findings from the previous data. This is the point where there is theoretical data saturation and theory can be abstracted from the findings (Gasson et al, 2004). The number of participants and the question set allowed for additional interviews if data saturation was not achieved with the initial sample. The results of the analysis followed the pattern above with common themes emerging from the data achieving theoretical saturation; this is validated in the results section.

The participants were working in different departments, had various lengths of service within the Council, and lived in different locations which the Council served, some in rural and others in urban areas. The participants were also from different social, economic and political backgrounds, which one would argue will contribute to diverse views contained in their responses. It transpired that out of all those who were invited to participate only five declined to take part and two of these actually agreed but failed to make the appointments as they were Executive Directors and demands on their time were such that they had to change appointments often at the last minute. There may have also been other reasons to explain why they did not take part but it was not possible to establish if this was the case.

The purposive sample selection allowed the researcher access to a range of participants in recognisable leadership roles in the Council. This enabled the different views to be presented exploring the views of Executives, senior managers, senior staff representatives and the Elected Members who would all potentially have a different view about the important factors related to leadership in a Council setting. These views will arguably reflect aspects of their role, experience, political, social and community perspective giving a further insight to the complexities of leadership in the Council.

There was also a mix of male and female participants although not initially considered as a factor of interest; the participants closely replicated the percentage of each group in leadership roles in the Council at the time of the study, with five females and eight male participants. The gender makeup of the Council management team was as follows, the Executive management consisted of five members, four male 80% and one female 20%. Of this group there were three participants, two male and one female. In relation to the senior management team in the Council, this consists of fourteen members nine are male expressed as a percentage 64% and 5 female expressed as a percentage 36%. The

number of participants from this group was six, four males, 66.6% and 2 females, 33%. In relation to the staff representatives of the three unions that are recognised there is one male and two female officers, one of the females declined to participate, giving one male and one female participant from this group, one male and one female Councillor participated.

This gave a total of fourteen participants with a gender split as follows; there were nine male participants or 64% of the sample total and five female's participants or 36% of the sample. This compares favourably with the gender statistics for the combined Executive and senior management team which have thirteen males, expressed as percentage 68% and six females expressed as a percentage, 32% giving a purposive sample that is typical of the male and female population who are in leadership roles in the Council being studied, (Davis 2007, Haralambos and Holbornebros 1995).

Gender was not considered in any detail in this study, as the research was not seeking to address leadership specifically from a gender perspective. However on reflection having a number of females helped the study, in that they introduced a feminine perspective, interpretation and views on the meaning and factors associated to Council leadership. The Councils leadership was mainly male and if the female participants were not involved the research the findings this would have arguably only represented orthodox male views of leadership (Broussine and Fox, 2010). Plummer and Young (2009) argue that grounded theory and feminist research have an epistemological affinity and synergy when combined. This builds on the work of Keddy, Sims and Stern (1996) who argue that grounded theory could be used in a creative and constantly evolving manner for feminist research. A potential area for further research could be to follow this study, with one on Council leadership following a similar approach but specifically from a gender perspective.

### **3.14: Pilot studies**

In order to pilot the questionnaire it was tested on one person who worked in the Occupational Health and Safety department. As structured questionnaire was used, the Multifactor Leadership Questionnaire (5x), and although a piloting process is required (Davies, 2007), It was not deemed necessary to pilot with more than one person as this is a proven and well used questionnaire for leadership research (Antonakis, 2001). The primary purpose of the pilot was to allow the researcher to gain experience in presenting the questionnaire to the participants, analysing the responses and obtaining the approximate time taken to complete. The pilot study provided the researcher with valuable experience using the questionnaire, getting experience in planning and implementing the data collection process and analysing the data in preparation for the main study. A similar pilot was also carried out on the interview process, asking the questions under interview conditions, using a tape recorder and gaining an idea of the time it would take to carry out the process. This helped both processes including the introducing the questionnaire and interview process to participants, the approximate time to allocate for data collection and the general administration of the process including analysis and interpretation of the data obtained from the questionnaire and interview responses.

As social research was a new experience to the researcher, the pilot phase proved to be an invaluable and an essential process, as it enabled the researcher to rehearse the process and gain confidence

prior to the full data collection exercise. This process helped make the data collection efficient as the lessons learnt from the pilot around planning, timing and administration of the questionnaire were implemented and the completion of the questionnaire and interviews were achieved in a relaxed but very professional manner. The whole process went very well from a researcher's perspective and there were no complaints from any of the participants at any stage of the data collection or research process.

### **3.15: Questionnaire**

The questionnaire used in the research was the Multi Factor Leadership Questionnaire (MLQ (5x)) (Bass and Avolio, 1997). The MLQ (5x) was seen to be a robust questionnaire that has been used in numerous studies on leadership. A variety of studies have shown the MLQ (5x) to be effective (Hofman, 2002). Bass and Avolio (1997) explains that the Multifactor Leadership Questionnaire (MLQ) (5x) is a relatively short but comprehensive survey of 45 items which is an efficient measure of Transformational Leadership, as well as a full range of leadership behaviours. It has strong validity and reliability and has been used extensively in research and commercial applications worldwide. There are several questionnaires that could have been used such as the attentional and interpersonal Styles (TAIS), (Nideffer, 1976) and the new transformational leadership questionnaire (Alimo-Metcalfe and Alban-Metcalfe, 2001) and a plethora of commercially available leadership questionnaires. The MLQ (5x) has proven to be a strong predictor of leader performance across a broad range of organisations at different organisational levels and as such the researcher felt that it would be the most appropriate to use in this research. It was also used in the leadership research carried out by Kan and Parry (2004) which was the approach followed in this research.

The MLQ (5x) identifies the characteristics of a leader, it helps individuals discover how they measure up in their own eyes and can be used to compare that understanding against how they measure up in the eyes of those with whom they work. Such comparison however was outside the scope of this research and only the participants completed the questionnaire in this study. The questionnaire was used to see how the leaders saw themselves and to compliment and triangulate the data from the semi-structured interviews.

Blaikie (1991) argues that the use of triangulation has been plagued a lack of awareness of different and incommensurate ontological and epistemological assumptions associated with different methods and theories; however Kan and Parry (2004) cite Conger and Toegel (2002) and Kan (2002) who argue that the triangulation of data within the grounded theory method will assist the researcher in generating more complex and explanatory insights (Kan and Parry 2004) this is taken further by Bryman (1988) who argues that the quality of information from multiple methods can be enhanced if triangulation can provide mutual confirmation.

The coding for the questionnaire followed the same format used by the commercially produced MLQ (5x) reports. These identify the participants' leadership style profile and were developed for each participant following the analysis of their responses and are presented in chapter 5. The questionnaire was completed in front of the researcher prior to participants' interview. This avoided the participants

taking an inordinate amount of time reviewing and answering the questions. In this way their responses were more likely to reflect what they felt as opposed to trying to answer the questions in a way that they felt may give what they perceived was an ideal leadership profile. There are no right or wrong answers in the question responses and this was explained and reiterated to the participants.

The process of the participants completing the questionnaire, was an interesting experience for the researcher as it often resulted in the participants taking in a deep breath and sighing, especially participant 13 and participant 4 who both sighed initially and indicated that they found it hard to select just one answer and took a while to select one in the first few questions, as if they were trying to select the right one, as opposed to the one they wanted to choose. As they worked through the questionnaire they started to select an answer quicker and on completion said "I enjoyed that". Participant 3 burst out laughing on several occasions when she was completing the questionnaire and said "this is great, interesting questions". Participant 2 also laughed and said that "the questions were very good and her staff should also fill it in". Participant 7 in particular appeared to enjoy this process and was keen to have the feedback following the analysis of her responses and was curious as to why the Council had not used this approach before. She felt that it should be used across the Council and staff should complete for their supervisors to give a 360 degree view and help leaders to improve in areas that staff may feel they were deficient. Other participants were very quick to respond without any contemplation, just taking the time to read the questions and choose an answer and thus the questionnaire was completed very quickly. On completion of the questionnaire all the participants commented that the questions were very interesting, many saying they enjoyed the process.

The reactions of the participants may have been a sign of nervousness as they knew that their responses would be analysed and they had already completed the TAIS questionnaire which was analysed for their leadership potential and this was feedback during the restructuring process and several senior managers left the organisation following this exercise. However in this study they had an opportunity to answer honestly and the results would not be fed back to the organisation, only to the participants and for use in this study. It appeared that they were almost liberated, after the first few questions they relaxed and genuinely appeared to enjoy this opportunity to use the questionnaire to express their views on leadership. The confidentiality statement was attached to each questionnaire and signed by each participant. This allowed the data to be analysed and compared with the participant responses to the semi-structured interview questions. No conflict with ethical issues real or perceived emerged following this approach. Detailed analysis and discussion of the participant responses to the MLQ (5x) is presented in the chapters 5 and 7.

As a qualitative researcher the power of self and the impact the presence the researcher may have on the participants in both the interviews and during completion of the questionnaire were important considerations. The researcher needed to demonstrate sensitivity to the potential impact of research interviews on participants who often hold deeply meaningful and emotionally laden personal experiences and it was important to recognise their potential vulnerability (Knapik, 2006).

A professional approach was taken to gain access to the perspectives of the participants whilst minimising the researchers impact (Davies 2007). In relation to the administration of the MLQ (5x), the

presence of the researcher had the potential to affect the participants' responses (De Vaus, 2002). To address this the participants were informed about the purpose of the questionnaire and that there were no right or wrong answers it was just their personal answer and they could complete it in their own time, although the researcher would be in the room they would be quietly preparing for the interview process. This appeared to make the participants relax and they were left to read and complete the questionnaire in their own time with the researcher appearing to have minimal impact, with no visible signs that any of the participants were anxious or even really aware of the researcher's presence, with the exception of the observations given above. A benefit of this approach to administering the questionnaire was it ensured a 100% completion rate and the participants completed the questionnaire without spending too much time trying to guess an answer they felt would be correct in relation to the research.

### **3.16: Semi-structured interviews**

The interview is a key method of researching the attitudes and beliefs of social groups and it has a central role in a range of research designs (see for example Fielding 1993, Kvale 1996, Denzin and Lincoln 2005, Easterby-Smith et al, 2008) and it is a very widely used method of research. A semi-structured interview was characterized as one in which 'the interviewer asks certain, major questions the same way each time, but is free to alter their sequence and to probe for more information' (Fielding 1993:136). This was very apparent during the interviews with rich data emerging as the interviewee had the opportunity to speak freely on many issues they felt were relevant, which may not have been the case if a more structured approach were used. The participants were interviewed once using the semi-structured interview question set, developed and used by Kan and Parry (2004). The shortest interview lasted approximately 45 minutes and the longest lasted one hour and 15 minutes with the average time being around one hour. The interview questions used by Kan and Parry (2004) were selected as they had been successfully used in previous leadership research and were compatible with the research aims for the study herein reported. It was important for the questions to be asked under the same conditions and equally important to stay practical and relevant to the participants (Flowerdrew and Martin, 2003). It was also felt that semi structured interviews were most appropriate due to time restrictions and it gave the interviewer the opportunity to respond to answers and ask additional probing questions to elicit a response from the participant and explore these as they materialised.

The interviews had to be planned well in advance, due to the time constraints and commitments of the participants whose diaries were often full for many months ahead. To help this process the participants were given a very flexible time window and flexibility of location for the interview, which minimised travel and disruption to their other commitments whilst bearing in mind the confidentiality requirements. The interviews were held in locations away from the researcher and participants' normal place of work, to ensure confidentiality.

The participant was given the option to select the venue and it was fortunate that there were numerous venues to choose from as the Council had many offices available across the County with rooms suitable for the data collection process and which the participants and researcher frequented



for various Council purposes. The locations were selected so that they were quiet and comfortable which was important as it appeared to help the participant relax during the interviews. During the data collection process the researcher dressed smartly wearing a short sleeved shirt and trousers on each occasion, deciding not wear more formal clothing such as a suit and tie with the aim of making the process a little more relaxed for both the participant and researcher. The researcher attempted to follow the same process each time; however as the interview process was dynamic all the interviews were unique with the set of interview questions, MLQ (5x) and researcher being the consistent factor. Another interesting factor was that each participant appeared to relax more as the interview progressed and many appeared actually to enjoy the process. Some even found the interview liberating, commenting to that effect. For example, participant 2 said, "I like this, this is good..."

At the start of each interview, the participants were thanked for taking part in the study and the aim of the study was reiterated. Confidentiality arrangements were explained and a copy of the statement was given to each participant to read and sign, each participant willingly signed the confidentiality statement which had been agreed by the University of Glamorgan's ethics committee and can be seen in the Appendix D. The data collection process was outlined, in that the questionnaire would be completed first and then the interview carried out. It was explained that there were no right or wrong answers and as the research was only seeking for them to tell their stories and experiences of leadership in the Council. They could ask questions about the research, anything of interest and could withdraw at any time during the process. The participants were asked if they had any questions and each responded as they felt appropriate and then the process was started with the questionnaire given to the participants to read and complete. This will be covered in the next section on data storage and analysis.

At the start the interview each participant was asked for their permission to record the interview using a digital voice recorder, each participant gave permission for the interview to be recorded, so their experiences, feelings and stories could be preserved and transcribed for analysis. If any participant did not agree to the interview being taped, the contingency plan was to ask if the researcher could hand record the interview. The tape was turned on and the researcher proceeded to ask the first of the questions at this point most participants took a deep breath and pondered a while and they then went on to give their responses.

As this was a qualitative and quantitative mixed method approach, as part of the analysis the researcher wanted to explore the vocabulary the participants used relating to leadership and in particular the words that are associated with the transformational and servant leadership paradigms. To achieve this, enumeration was used, which is the process of listing and quantifying the words which were of interest to this study. The process was carried out during the analysis of the participants' transcripts by counting the number of times a word appears in the participants' transcripts, this process was aided by using NVivo. Due to the size of the transcripts and number of words used, a selection of words associated with leadership and leadership processes was to be selected and the transcripts analysed to identify how frequently these were used by the participants.

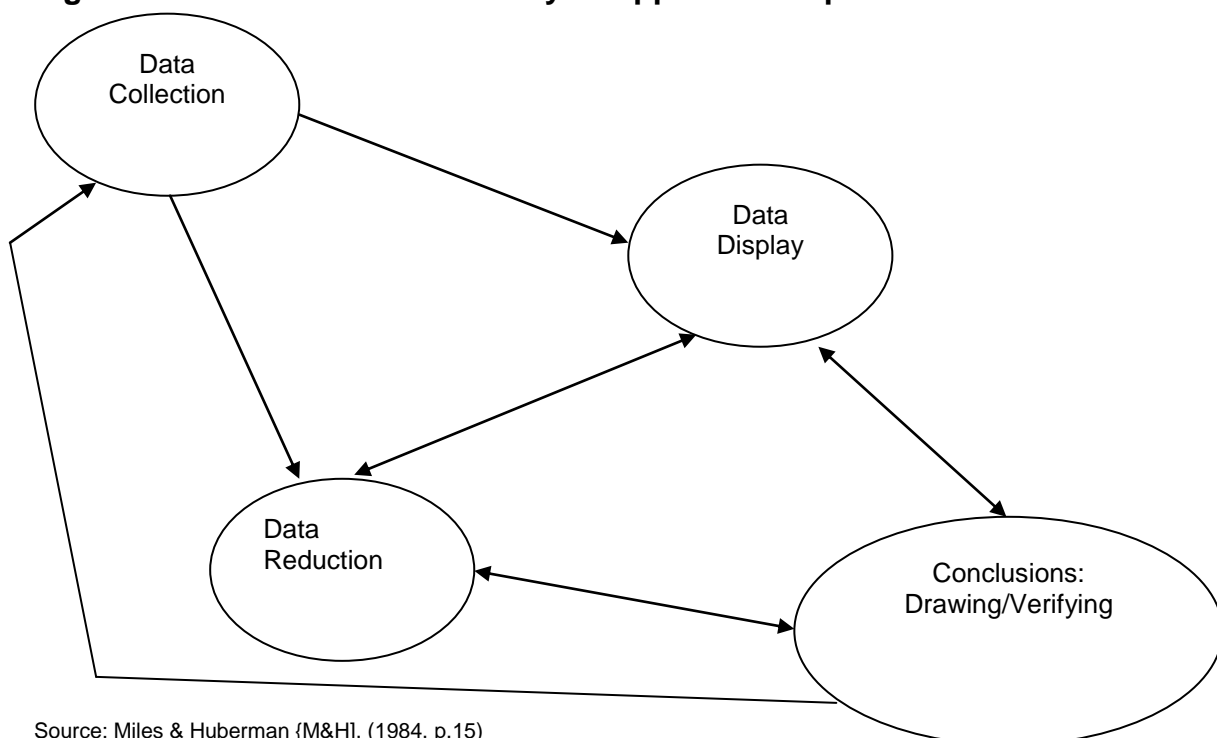
An important consideration was identifying the leadership role of the participant in the Council and their use of specific words. This will enable the data to be compared and contrasted to identify if there

are any differences in the use of vocabulary associated with leaders and leadership of the Council. The analysis differentiates the frequency table under five discrete headings of, combined, Executive, Senior, Elected Member and staff representatives. NVivo was also used to generate a pictorial 'tag cloud' to present the words that were used most frequently by the participants and is presented in chapter six.

### 3.17: Data analysis

Strauss and Corbin (1990) describe three approaches to analysing qualitative data, firstly to present the data without any analysis, with a goal of allowing the participants to tell their stories themselves without interpretation, a collection of personal entries that are coherently organised for clarity but there is no systematic analysis. The second approach is where the researcher accurately describes what they have understood and requires selection and interpretation of the data. The third requires a highest level of interpretation and abstraction from the data to arrive at the organising concepts and tenants of the theory to explain the phenomenon of interest (see also Maykut and Morehouse, 1994). Although this is a grounded theory study and bearing in mind the contents of the preceding paragraph, this research would follow closest to the third approach however the research followed the approach espoused by Miles and Huberman (1985) in that data is collected, displayed, reduced and conclusions drawn and verified.

**Figure 6: Data collection and analysis approach simplified**



Source: Miles & Huberman [M&H], (1984, p.15)

This iterative process of analysis of the data does require more thought, and take more time, than off-the shelf quantitative analysis, but is more likely to lead to useful and defensible findings in studies such as this (Miles & Huberman 1984). Following the example of Parry (1998) and Kan and Parry (2004), a similar process was used where qualitative data analysis and storage was analysis assisted by using NVivo, a computer software package designed by Qualitative Research and Solutions (Fraser, 1999). NVivo was used for the following analytic procedures:

- Storage and categorizing of interview transcripts, memos and other documents
- Creation of categories through computer-assisted coding
- Conducting searches relevant to analysis, in order to generate reports
- Moving and linking data as higher order themes emerged
- Basic hierarchical models of codes

### 3.18: Coding of data

It was also important to structure the data and to this effect a set of codes were developed a copy of these are included in the appendix. These codes were applied to all of the transcripts of the interviews. The codes were based on the six C's, cause, consequences, contexts, contingencies, covariances and conditions of each data category (Kan and Parry, 2004). These are what Glaser (1978, 1992) described as the first of 18 general coding schemas to consider when coding the data. These 18 coding schemas were used at various stages (Glaser 1978 and Kan and Parry 2004) and can be found in the chapter 6. The final coding tree was established during the analysis of the research data.

It is necessary to develop an analytic strategy within the interpretive process to identify the "operations needed for a systematic, coherent process of data collection, storage, and retrieval" (Miles and Huberman, 1994:428). Coding used predefined or *a priori* codes, based on understandings from the literature and theoretical considerations (Crabtree and Miller, 1999) and used text boxes to represent additional thematic codes developed following the analysis of the questionnaires and transcripts. Coding is the process of combing the data for themes, ideas and categories and then marking similar passages of text with a code label so that they can easily be retrieved at a later stage for further comparison and analysis.

This can be described as a process of "splitting" and "splicing" the text in categories and the research can look for subcategories in similar sorted segments (Dey, 1993). This was very useful as it allowed various themes to be investigated and reinvestigated. As the data was analysed the number of codes evolved and grew as more topics or themes became apparent. The list of codes helped to identify the issues contained in the data set.

It was possible to code with themes identified from *a priori* ideas from previous research or theories on 'leadership' and evaluations of the questions addressed. New codes emerged from the data set as the analysis proceeded. Coding was the process of combing the data for themes, ideas and categories and then marking similar passages of text from the transcripts with a code label so that they could easily be retrieved at a later stage for further comparison and analysis. Coding the data made it easier to search the data, to make comparisons and to identify any patterns that required further investigation.

The codes were based on *themes, topics, ideas, concepts, terms, phrases* and *keywords* that were found in the data (Ryan and Bernard, 2003, Strauss and Corbin, 1990). The codes were then given

meaningful names that were seen to give an indication of the idea or concept that underpinned the theme or category, such as 'leadership'. It was not possible to pre-empt the themes or subsequent coding until the research data was analysed. The list of codes helped identify the issues contained in the data set; examples are presented in the appendices.

### **3.19: Data storage**

NVivo assisted with the storage and categorizing of data, the analysis was conducted by the researcher in accordance with 'grounded theory'. As this software package was new to the researcher who only had a few hours use in the classroom, he attended several workshops to learn and familiarise himself with the technology, this proved to be invaluable. It is important to note that coding software is only a tool and the researcher analysed and coded the data.

### **3.20: Trustworthiness and Authenticity**

Denzin and Lincoln (1998) claim that investigators of a constructivist paradigm are oriented to the production of a reconstructed understanding of the social world. Thus, "traditional positivist's criteria, of internal and external validity, are replaced by such terms as trustworthiness and authenticity" (Denzin and Lincoln, 1998:187).

#### **3.20.1: Trustworthiness**

Qualitative investigations from many disciplines have come to rely on the trustworthiness criteria as described by Lincoln and Guba (1985, 2000), which include credibility, applicability, dependability and confirmability and are constructed to parallel the conventional criteria of inquiry of, internal and external validity, reliability and neutrality respectively (Lincoln & Guba, 1985:991). For research to meet these criteria, the methodology, techniques, sample, inherent bias and triangulation must be clear and robust and open to scrutiny as is the case with the study presented herein.

#### **3.20.2: Authenticity**

Authenticity relates to the need for qualitative research to be authentic, faithfully and fairly representative of participants' experiences and any value differences, views and conflicts are clear (Mertens, 2005). These criteria have been met herein and can be further substantiated by a peer review and audit of the research and all associated material if required.

### **3.21: Credibility**

From a qualitative research perspective, credibility is achieved by ensuring that the research is believable and the confidence one has in the findings. Participants are the ones who articulate and describe the phenomena under investigation in this study. It is therefore argued that the participants are the only ones who can legitimately judge the credibility of the research results. The mixed method allowed for data triangulation which is argued to be another approach to ensure credibility (Patton, 1990). The researcher has used a rigorous approach at every stage presented herein to ensure that the research findings met the interpretive criteria for rigor, authenticity and trustworthiness (Gasson 2004).

The research meets these criteria; the methodology was based on the work of Kan and Parry (2004) to elicit the meanings and factors associated with leadership in a local Council context. The method of enquiry is based in the interpretive world view and has been presented in detail earlier in this chapter.

### **3.22: Transferability**

Transferability relates to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings. It is argued that this is the responsibility of the one doing the generalizing. To enhance transferability of this research the context and research approach have been clearly stated herein. The researcher makes no claim that the results are transferable or generalisable but the research, data collection and analysis can be replicated. Anyone who wishes to transfer the results to a different study or context is therefore responsible for ensuring that this transfer is appropriate.

### **3.23: Dependability**

Dependability emphasises the need for the researcher to account for the ever changing context within which the study occurs. The researcher has described the changes that occurred during the research and how they affected the research approach. The research established clear and repeatable procedures making explicit the process through which they were derived. Every stage of the research has been based on a proven methodology and techniques from the literature, a clear audit trail, so that every step could be replicated in a repeat or further study (following Parry 2004).

### **3.24: Confirmability**

Confirmability refers to the degree to which the results could be confirmed or corroborated by others. There is a clear audit trail available for every stage of the study and every stage has been reviewed by the academic supervisory team who examined the research approach, data collection and analysis procedures, making judgements and advising the researcher on any issues that needed attention, such as the potential for bias or distortion of the data. Parry (1998:5) quotes, Straus and Corbin (1990) who “assert that if carried out correctly and methodically, grounded theory meets the criteria for good scientific research”. The researcher argues that this study has been carried with rigour and the above demonstrate that it meets all the criteria for confirmability.

### **3.25: Role of the researcher**

At the time the research was conducted, the researcher was a middle manager in the Council, working with the Executives, senior management team and staff at all levels of the authority. The researcher was perceived by some as a leader, as he was head of a department and he also was a follower reporting to a senior manager the Head of Human Resources. The researcher was therefore an employee and also a researcher. A constant consideration throughout the research was the potential for bias and conflicts of interest of the researcher and research participants, as people act in accordance with their expectations, view and prejudices including perceptions of what will happen in particular circumstances (Gill and Johnson, 2002). In the role as a researcher bias is dealt with in the

following paragraph and there were no conflicts of interest as the work was not related to the position in which the researcher was employed in the Council and participation was completely voluntary.

The fact that participation was voluntary, one would consider that the views and data provided will be truthful and presented to inform the research not for any other reason. As the research was sponsored by the Council, some may perceive this to be a potential conflict of interest; however the researcher argues that there is no such conflict, real or perceived. There was no input from the Council or its officers with participation being voluntary, at no time during the research process was the researcher asked to disclose any information related to the research study. There is a full audit trail available for all stages of the research including data collection, analysis and storage and the data was purely for academic purposes.

Initially there were also concerns expressed by the academic supervisory team that this research had the potential to put the researcher at risk of inappropriate behaviour and there could even be the possibility that there was a risk that he could lose his job. The concerns were related to the possibility of the research uncovering information that put the researcher in a difficult position such as uncovering allegations of bullying/harassment, stress, inappropriate or even illegal actions. There were also concerns that pressure could be put on the researcher to reveal the content of interviews or questionnaires which would have the potential to expose the participant and or researcher to potentially losing their job or being put in an invidious position. This was a constant consideration of the researcher and supervisory team and frequently discussed, with the measures to protect confidentiality of all introduced as presented herein. These concerns did not materialise during this research, as the researcher's normal work and research were kept completely separate, this was achieved by scheduling the research during allocated study time and ensuring that day-to-day work related issues were not discussed during research participation exchanges. All participants took part voluntarily and all data and information was kept confidential, ensuring that all data, hard and electronic was held securely in the researcher's home.

### **3.26: Bias**

There was the potential for bias in the research process as discussed earlier. The researcher has strong feelings on leadership and was conscious, as Flick (2002) argues, that "personal biases and subjective preferences could intrude into the process of data collection, data analysis and interpretation". The researcher had long held the view that leadership requires an open, honest and compassionate approach and requires more than just a focus on the bottom line or target outputs of the organisation. To try to address such inherent bias, the researcher ensured that an objective study was conducted ensuring that all of the interviews were carried out on a strictly confidential basis to elicit accurate responses based on the participants' experiences. This approach provides an insight into 'leadership' in an understudied and novel context of a rural UK County Council. The potential for bias was minimised by following the same process for the questionnaire and interviews with each participant throughout the research.

### **3.27: Ethical considerations**

Ethical considerations are an essential requirement for a qualitative study to ensure that the participants, researcher or organisation are not harmed by taking part or by their testimonies being disclosed or used in the future (Homan 1991). This was a very important consideration for this study which was being carried out during a time of great uncertainty and almost constant change. The researcher was very aware of the stress and anxiety the uncertainty associated with the changes that were taking place can have, being an employee of the Council and working in a senior role being privy to confidential statistical evidence in the form of absence data and reasons for absences indicating that stress was an issue (Smith, 2009). It was also important to ensure that the research was carried out in line with the University of Glamorgan General Ethical Guidelines for Research (2008).

Ethics in any context is a complex subject, fundamentally it relates to the requirement to treat the participants fairly, to respect the autonomy of individuals, to act with integrity and to achieve the best research results possible by avoiding or minimising harm and utilizing resources as beneficially as possible (Homan, 1991, Miles and Huberman, 1994, Saunders et al, 2003, Maucher et al, 2002 and Ruben and Ruben, 2004). All these issues required special care, as the research was on a sensitive topic and the information obtained would be personal and confidential nature.

To address these considerations during the research, the participants were reassured that their anonymity would be maintained and any testimonials dealt with confidentially. To ensure these requirements were met, the researcher treated all participants alike by providing the same consideration and respect avoiding personal views at all times. Following the sampling decision the participants were contacted personally and made aware of the qualitative nature of the study, that it would involve interviews and the completion of a questionnaire and how these would be administered. They were made aware of what would happen to the data and essentially all the processes that will be used in the research were explained, to allow them to make an informed decision and to consent to their participation. The research complies with the requirements of the 1998 Data Protection Act and the Universities requirements in full.

To ensure that the participants were given all the information to allow them to make an informed decision, a confidentiality statement was developed in line with the University's guidance. This covered the aims and the nature of the project and who was carrying this out. The researcher also explained that the research was part of his academic study, which was being sponsored by the Council. The timescales and anticipated duration of the research was also explained to each participant. The participants were made aware that no personal data would be disclosed to the Council or any third parties and any reference to the participants and the organisation would be anonymised to hide their identity. It was also important to make the participants aware that their participation was voluntary and they would not receive any personal benefit from the project, all of the participants were clear about this and were willing to participate.

The participants were aware that the information would be submitted for the fulfilment of a Doctoral qualification, be included in a published thesis, and may be used in future work. They were also made aware that they could withdraw at any time and how to complain about either the research or

researcher. The initial concerns of the supervisory team about the potential harm and impact on the researcher did not materialise due to the fact that ethical and confidentiality issues were considered and addressed prior to carrying out the study.

### **3.28: Confidentiality**

As mentioned above the anonymity and confidentiality of the research participants was paramount and was respected at all times with all personal information relating to participants and their responses kept confidential and secure in the researchers home or on a secure storage device and in line with the provision of the Data Protection Act and the requirements of the University of Glamorgan. The researcher was aware that in certain circumstances researchers may have a legal obligation to break confidentiality, an example where researchers (and others) are required to break the confidence of a participant, is if a participant discloses to having committed or are about to commit a crime" (Wiles et al 2006), this was explained to the participants in line with the requirements of the University, this however did not materialise during the research (Miles and Huberman, 1994, Davies, 2007).

The formalities aside, the requirements for confidentiality and anonymity cannot be overstated given the nature of this study in that the participants are human and aside from any practical considerations they have feelings and emotions that need to be considered. This is arguably just as important as the formal rules for carrying out this type of research. There has been a major reorganization and changes within the organisation, which was for some a very difficult and traumatic experience. A significant reduction in senior management positions accompanied these changes which were seen by many as an opportunity for Directors to get rid of dissenting voices in the Council.

A statement of confidentiality was critical to encourage respondents to take part in all aspects of this study. As mentioned above a statement of confidentiality was developed based on the University of Glamorgan's, General Ethical Guidelines for Research (2008) and this was submitted for review to by the University Faculty Research & Scholarship Committee (R and S,C), who confirmed that it met their requirements for this research. This statement was attached to the questionnaire and for the interviews it was sent to the participants prior to the interview and this was reiterated prior to the commencement of the interviews where a copy was also provide and signatures obtained, the participants were given a copy and one copy has been filled and securely stored in the home of the researcher. Prior to the interviews, all the participants were informed of the intention to digitally record the interviews for subsequent transcription and their permission to record the interview was obtained. The participants were given the opportunity to have copies of their transcript and to comment on the transcript if they wished; none however took up this offer. On carrying out all of the above steps, no significant issue emerged and the research followed the guidance from the University of Glamorgan and requirements in this area. All respondents were made aware that their stories and data will be used for academic writing and that individual participants will have their anonymity protected and only be referred to by a pseudonym in the form of another name.



### **3.29: A critical appraisal of the analytical techniques and methods employed**

Initially it was planned to analyse the data obtained from the MLQ (5x) using SPSS statistical analysis software to identify demographics and to distil the data down to themes that could be explored further during the interviews. However, it was decided that the questionnaire should only be used to triangulate the research findings as the sample size was too small for statistical analysis and there was no intention to draw any statistical significance from the data. The data from the questionnaire was only used to compare and contrast with the participant responses in the interviews and the optimum profile. The questionnaire was analysed in line with the MLQ (5x) methodology and provided a profile of the participants' leadership behaviours. Participant questionnaire responses were compared with their responses in the interviews. Detailed analysis of the participant responses to the MLQ (5x) questionnaire and interview questions are presented in the chapters 5, 6 and 7. On reflection the research would have benefited from wider use of the MLQ (5x) to obtain a 360° profile of the participants by having members of their respective teams complete the questionnaire.

The analysis of the interviews was in line with that espoused by Miles and Huberman (1985) and although there could be an argument that more interviews may have identified other themes worthy of investigation the research achieved data saturation with the participants with the same themes emerging. These points considered, the researcher would argue that the method of enquiry used for this study it is appropriate to provide a meaningful study of the leadership paradigm in a Council setting.

### **3.30: Chapter Conclusion**

In this chapter the various research paradigms, ontology, epistemology and methodological approach for this study has been presented. This section also presents the methods used for the collection of the primary data that was used to meet the research aim, objectives and answer the research questions. The defence of the research design, strategy and method used has been laid out and discussed, including trustworthiness and authenticity. Multiple approaches were combined to create a meaningful method of inquiry. Data collection proceeded in a logical order of questionnaire first, followed by semi-structured interviews which were followed by the analytic stages as presented in the chapters 5 and 6.

This methodology was chosen to create an alternative to the traditional approaches to leadership research, which has tended to be positivist and quantitative in nature. The researcher would argue that the chosen method has implications for advancing leadership research, particularly the understanding of 'public sector leadership', enablers and barriers to leadership, leadership development and the ability to generate sensitive interventions in the development for leadership in the Council.

The importance of understanding the implications of the research, in the context within which the research was conducted, has been discussed and how this may have affected the additional questions asked and answers given. Ethical and other issues such as confidentiality were important considerations, when carrying out this research due the confidential and sensitive nature of the

research and the issues that could arise. There are potential ramifications to the participants, organisation and researcher as a result of the research, if the data is not managed correctly. These were considered at length and methods used to address these appropriately have been presented. The analysis and findings can be found chapters 5 and 6 which will expound in detail the full analysis of the data, results with discussion from this analysis can be found in chapter7.

The next chapter will serve to introduce all of the participants who took part in the study by presenting a short biography for each.



#### **4.0: Introducing the Participants**

In this chapter each of the participants will be introduced with a short biography, to allow the reader to conceptualise their backgrounds and their leadership experiences reported herein. The intention of this chapter is to enable the reader to understand elements of each of the participants' personality, academic achievement, career, social and family background as they wished to present them. Each participant has a story to tell about their feelings on leaders and leadership, underlying these will be thought provoking and multifaceted experiences emanating from their backgrounds and personal experiences. This section will allow the reader a deeper understanding of these and allow them access to more personal information about the participants which has no doubt helped to shape their world view and voice.

Contextualising this information about the participants, will also help the reader build on the information about the leadership of the organisation as presented earlier in Figure 1 and the associated text as presented in chapter one of the thesis.

The researcher feels that this information is important and a valuable inclusion in the thesis, however it raises issues around how much information to include. With this in mind each participant was asked to give a brief account of their lives and careers in their own words and this is presented in the following section. To ensure the participants anonymity, each was allocated a pseudonym which is used throughout the thesis and will follow in the order of: Participant 1 through to Participant 14.

##### **4.1: Participant 1**

I was born in Wales and went to the local primary and High School followed by two years at college studying GNVQ in Catering business management. I took over our family business at the age of 21 and I am very proud of the fact that I have doubled the turnover in three years. I am very politically active and have been from a young age and I have been a Councillor since November 2001. I am also a Local Education Authority Governor for local schools.

As a Councillor I am very ambitious and I have been short listed for 2011 Welsh Assembly elections and I have been elected to the ruling board of the County Council and another local public sector organisation. My hobbies include Football, Squash and Golf and I manage a local football club. I live in my constituency with partner of 12 years and have become a father for the first time 5 months ago when our son was born.

##### **4.2: Participant 2**

I am 41 and have worked in local government for 14 years and I am married with two sons 11 and 8. My present role is one of the Heads of Service for the Council and I have been in post for four years. One of the biggest challenges I face is that I have been leading on a large restructuring and change program across the Council which has been very challenging and is not yet complete.

#### **4.3: Participant 3**

I am 44 years old and have worked in local government for 27 years; I was born in Wales and attended the local grammar school, which I left at the age of seventeen with nine O' levels to start work with the personnel department of a local Council.

Throughout my career I have always sought to attain qualifications and gained the following qualifications, BTec Cert in Public Admin and Public sector Studies, Post Grad qualification – CIPD and an MA in Professional Development. My career has been spent exclusively in local government, and bar a period of two years within Social Services as a Domiciliary Care Manager I have always worked within Personnel/HR.

Outside work I assist my husband who runs his own business, part of which is a retail gift business. I am actively involved in the buying and merchandising. I have two grown-up step-children and a daughter of 16. As a family we are keen rugby supporters. My family also enjoy travelling and have visited many countries over the years, to relax I like to cook.

I consider myself to be very ambitious and I want to develop her career as far as possible with the ultimate goal of being head of function. My personal ambitions outside work are to renovate a barn on land by my home integrating as much renewable technology that they can within budgetary constraints. To finance this we plan to sell our existing home.

#### **4.4: Participant 4**

I went to Grammar School in South Wales and studied up to A level. After these I joined a local Council as a trainee accountant and I studied for professional qualifications on day release. On qualification, I joined the a public sector organisation responsible for auditing public sector organisations where my work took me all over South Wales and the West of England. I then re-entered Local Government and joined the Council in a senior position. My career has given me experience at many levels of management and I am now a senior manager in the Council. My hobbies are motorcycling and I am a keen follower of rugby.

#### **4.5: Participant 5**

I was born near Wales and my father was a local farmer and he and my mother originate from Wales also. I have two brothers who also live in Wales and I have lived there all my life and attended the local schools. I did not go on to further education but entered the world of work when I left school. Whilst at school I held weekend jobs in the hotel /catering industry for pocket money. On leaving school I worked full time at the local supermarket, in the delicatessen department until my marriage. I then went to work as a part time domestic for the Local Health Authority, the hospital specialised in caring for the elderly and physically vulnerable adults. Tragically I lost a child from SIDS (Sudden Infant Death Syndrome). Following my tragic loss I continued to work at the hospital. I then became a part time cleaner for the Council. It was here that I had my second child a daughter and became self-employed and owned a house in multiple occupation, but still continued to work for the Council part time in the evenings. I then had my third child a son and continued to work for the Council where I

joined the trade union movement and I am now a senior officer in the trade union in the Council Local Government Branch and have developed a keen interest in the trade union movement. I have many interests one of which is music and I used to be a member of the Church choir I also play the electronic organ which was self-taught. But my real passion is an interest in people, their wellbeing and I care a great deal about equality issues and human rights.

#### **4.6: Participant 6**

I am Head of Service and have been in this post for 2 and three quarter years. However I am 47 years old and have worked in local government for 30 years 4 months not that I am counting.

#### **4.7: Participant 7**

I was born in the Wales where I was the youngest of four children, having two sisters and an older brother. Looking back I now appreciate that I had a lovely childhood which I now consider were the solid foundations for my future career and life in general. I attended the local Primary School followed by Comprehensive and although I do not consider myself to be a high flyer academically, I achieved enough qualifications to start nurse training in England.

On qualifying I returned home to Wales and gained a job in a hostel for people with learning disabilities. This was at the time of the All Wales Strategy and I played a part in moving people with learning disabilities from the large institutions to live in the community. It was during this time that I obtained a professional social work qualification.

My career then saw me move to work in England where I had a variety of management roles, working with children with disabilities, troubled teenagers, people with mental health and physical disability problems and older people. During this period I did a degree in Psychology and a Masters in Management Studies. In 2004 I returned to live in Wales having wanted to return for a long time, and this is where I took up her current post in the Council as Head of service. I am enjoying this role, it is a challenge and there is a lot to do, but I do want to make a difference to the services we provide here.

My hobbies include walking my dogs, gardening, cooking and I am also currently rebuilding my old farmhouse, which has been a massive challenge but I feels that it is nearly there now. I have set myself a challenge to learn to dance, I have future ambitions to undertake a PhD, finish my house and garden and then I feel I will be ready for retirement.

#### **4.8: Participant 8**

I was born in, England and attended the local Comprehensive School obtaining 5 'O' levels and studied two 'A' levels. I left school and studied an Ordinary National Certificate in Building. I was also an accomplished sportsman moving into the professional ranks. I do now however feel that sport disrupted my post school education, as I went to University to study Civil Engineering, only to drop this in favour of sport. I eventually went to another University to complete a Civil Engineering degree.

Following my graduation I decided to move to Wales for family and lifestyle reasons. I still love of sport and this has seen me take an active role in supporting my children's sporting activities. My daughter appears to be following in my foot steps as she is an International sportswoman having captained

Wales and she is now in America playing football on a scholarship. I am Head of Service for a large area of the Council's operations and I have to manage many change initiatives in these difficult times.

#### **4.9: Participant 9**

I have had a long career in local government, which is basically my second career really as I had a stint in another public service, but I am reluctant to expand on this. I have been told that I am a well-respected head of service and well thought of by staff, managers and Councillors. I am a somewhat of an unassuming person and this is why I am reluctant to expand on issues in my private life.

#### **4.10: Participant 10**

I was born in 1955 in a mining village in Wales. My father was a coal miner and mother was a factory worker, and I consider that I come from a 'working class' background although I dislike such categorisations. I grew up with my sisters who are 5 years older than me and we had a very happy and fulfilling upbringing. Both my parents were hard working, loving and supportive.

I attended the local primary school, which I must point out I thoroughly enjoyed and subsequently attended Comprehensive School in 1966. My uncle worked in Local Government and in those days a career in Local Government meant a 'job for life' and a decent pension at the end, how times have changed.

I decided to work for Local Government and have been fortunate enough to have been promoted a number of times and secured my present post as Head of Service in 2006. I feel very fortunate to work with a dedicated and supportive team who share my 'public service' ethos.

#### **4.11: Participant 11**

I have been a head of service for four years, however I have worked in local government for 35 years. I am 57 years old and I am retiring from my post after what I feel has been a fascinating, rewarding and interesting career. I am unsure what retirement will bring me, but I have no doubt that I will do some form of work to keep me occupied.

#### **4.12: Participant 12**

I wanted to be a teacher initially but ended up working in the banking sector and made a major breakthrough for women, by being the first woman in Wales to become a manager in her business sector. I then married a farmer and have been a farmer's wife ever since, having a daughter who works and lives in England and a son who will take over the farm.

I entered politics after being pressurised by members of the local community as they were of the opinion that things would get done if I became a Councillor. I am now an Elected Member in the County where I have lived all my life. I am very passionate about helping others and have been an active Councillor since my election in 1999. I have worked on many projects across the Council including one related to improving the well-being of employees, I feel that if the staff are fit and healthy, they will be in work providing the services for the community.

**4.13: Participant 13**

I was born outside the UK as my father was in the Military and as a family we lived in many countries. However I was educated in schools in England and then I went to New College Oxford where I read English Language and Literature graduating with a Bachelor of Arts. On Graduation I enlisted in the forces and reached several senior positions and I travelled widely, including the Far East. This career choice has helped me reach senior management positions in the civil service and local government. I have been in my current post since 2004. I have three children two sons and a daughter and my interests include sports such as skiing and other winter sports, sailing and boating generally.

**4.14: Participant 14**

I was born in Wales the second of three sons and also had an elder sister. I was part of a family of six living in a two up, two down house with no hot water. There was an outside toilet and the only water supply was an external cold tap. Unless lagged with newspaper and sacking this was prone to freezing during the winter months. The sole heating came from an open fire. The house didn't have gas so all the meals had to be cooked on this open fire. I remember that bath night was Saturday night and this was chosen because the bakery opposite used to drop the hot water from the hot pipes then, in order for the bakery owner to service the ovens. Bathing was by means of a tin bath in front of the fire. Eldest brother first, enjoying the hot, clean water. I went in second whilst the water was tepid. Third and youngest brother was last being washed in the dirty, cooling water. There was no method of obtaining more hot water, the supply from the bakery being exhausted.

I attended the local school and sat the eleven plus exam those who passed progressed to Grammar School. Those who failed ended up in the local Secondary Modern Technical School that is where I went. I joined the RAF after a while I eventually and returned to Wales and here is where my career in local government began as I became a labourer. It was also here that my trade union and political life began and I have moved on to hold several senior political and trade union positions during my career.

I have always believed that I have had something to offer the community and the wider community in which I find myself. I would argue that you must believe in yourself and be prepared to return something to your community by involving yourself in your community. Be true to yourself, be honest, be truthful and with these sentiments in mind you should be accepted by the people you feel most comfortable with.





## **5.0: Quantitative Data Chapter**

### **5.1: Introduction**

To recall, the intention of this study was to identify of the meanings and factors associated with leadership within a County Council. The study population consisted of 14 participants, 3 Executive level, 7 Senior Managers, 2 Senior Staff Representatives and 2 Elected Members of the County Council. Each of the participants completed the MLQ (5x) and participated in the semi-structured interviews.

This is the first of two chapters in this thesis on the findings from the research. The purpose of this chapter is to present the analysis of the primary data obtained from the participants and their responses to the MLQ (5x) self-rating questionnaire, which was completed by each participant prior to the semi-structured interviews. The reason for using the MLQ (5x) in this grounded theory, qualitative study has been discussed in detail in chapter 3. The MLQ (5x) was used to obtain data on the leaders' self-reflection of their own leadership behaviours and allow for comparison with their responses in the interviews. The sample size and selection has also been presented in chapter 3. Whilst no claims are made to make these findings generalisable, the data that emerged from the MLQ (5x) has resulted in several interesting findings which the researcher argues is worthy of analysis and discussion in their own right and also in combination with the data obtained from the semi-structured interviews presented in subsequent chapters.

Several objectives drove this research, in that the researcher wanted to gain an understanding of meanings and factors associated with leadership in general but specifically in a Council setting using a quantitative and qualitative grounded theory study following the work of Parry (1998) and Kan and Parry (2004). This has previously been limited in grounded theory and leadership research especially in a Council setting. The second was to better understand the enablers and barriers to leadership processes operating within a Council environment with the complexity of multiple service areas and structures, especially during a period of unprecedented organizational change. The third was to identify a suitable approach for the development of Council leaders by considering the views of the participants in leadership positions within a Council setting.

### **5.2: Demographics**

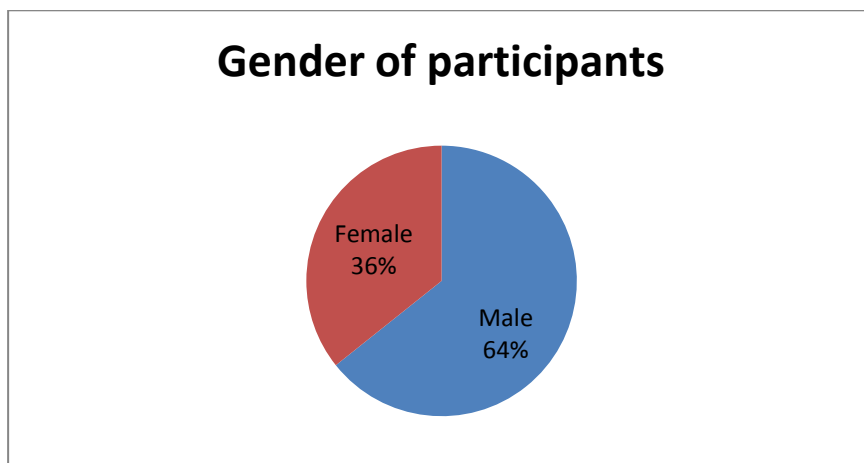
This section presents some basic demographic data about the participants who took part in the study, to enable the reader to get a better understanding of the participants' gender, age, length of service in the public sector and time in their post.

#### **5.2.1: Gender**

The gender of the participants was predominantly male with 64% and 36% female. This is indicative of the gender split of the senior management of the Council, as presented in some detail in the sample section of chapter 3. This is an interesting figure in that it is argued that females are still under represented in senior management, despite the fact that they make up the majority of local government employees. Within local government workforces, women are concentrated in lower

occupational and lower paid grades (Breitenbach, 2006) however although of interest gender is not a focus for consideration in the study reported herein.

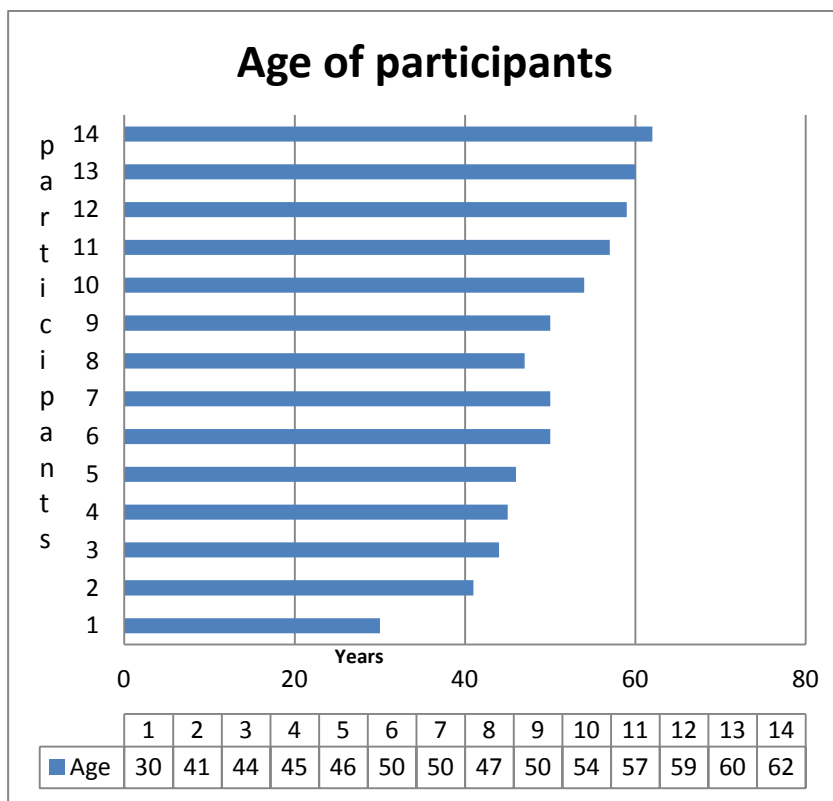
**Figure 5.1 Gender of the participants**



### 5.2.2: Participants Age Profile

The age range of the participants was between 30 years and 62 years of age. The largest percentage of the participants were in the 45-54 age range. It is also interesting to note that the age range of the Elected Members was between 30 and 60 years of age, the staff representatives age ranged between 46 and 62 and Council and the senior managers between 41 and 59 all giving an interesting spread of the ages ranges in leadership positions across the Council. It is interesting to note that those in staff leadership positions in the Council were all over 40 years of age.

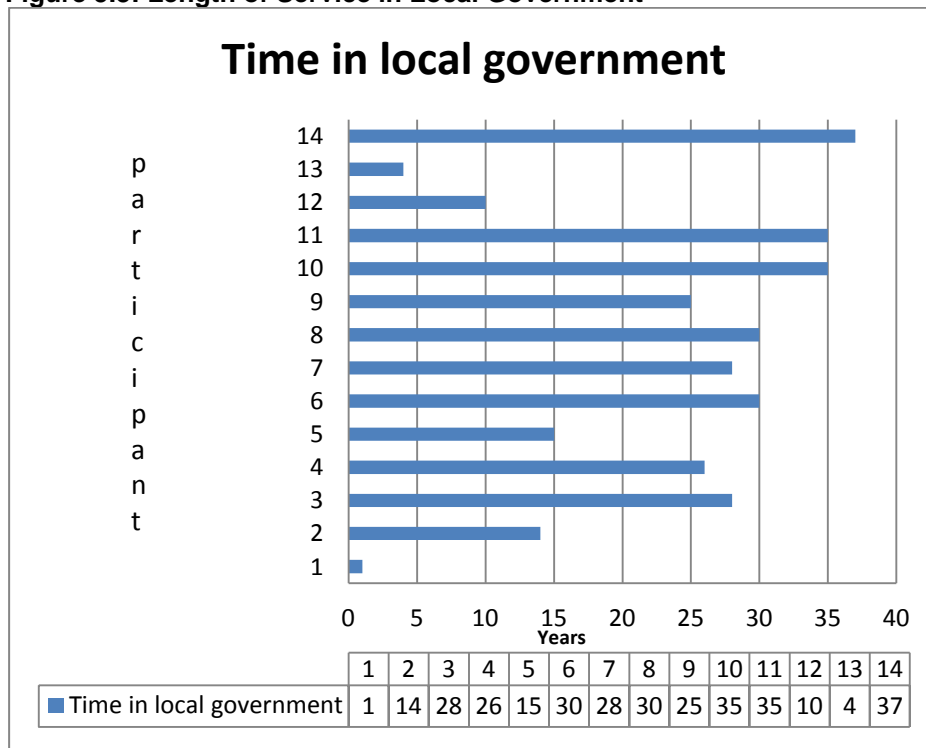
**Figure 5.2: Participants Age Profile**



### 5.2.3: Time in Local Government

The length of time the participants have worked in a Council setting ranged between 1 and 37 years service, with a mean of 23 years service. The majority of participants employed by the Council had in excess of 10 years service. On further analysis of this data it can be seen that many of the participants that are employed by the Council, have spent the vast majority of their working lives employed in a Council setting. This means that they have only experienced the working environment and culture of a Council and this arguably will have an influence on their views and opinions which may be reflected in their responses in the MLQ (5x) and semi-structured interviews. The two Elected Members have experience outside the Council in that they have and or still do work in the private sector and the second oldest and most senior participant a Council employee has only worked for the Council for four years, spending the rest of his career in another public service the military. It will be interesting to compare and contrast their leadership profiles to see if this has an influence on their behaviours and profiles.

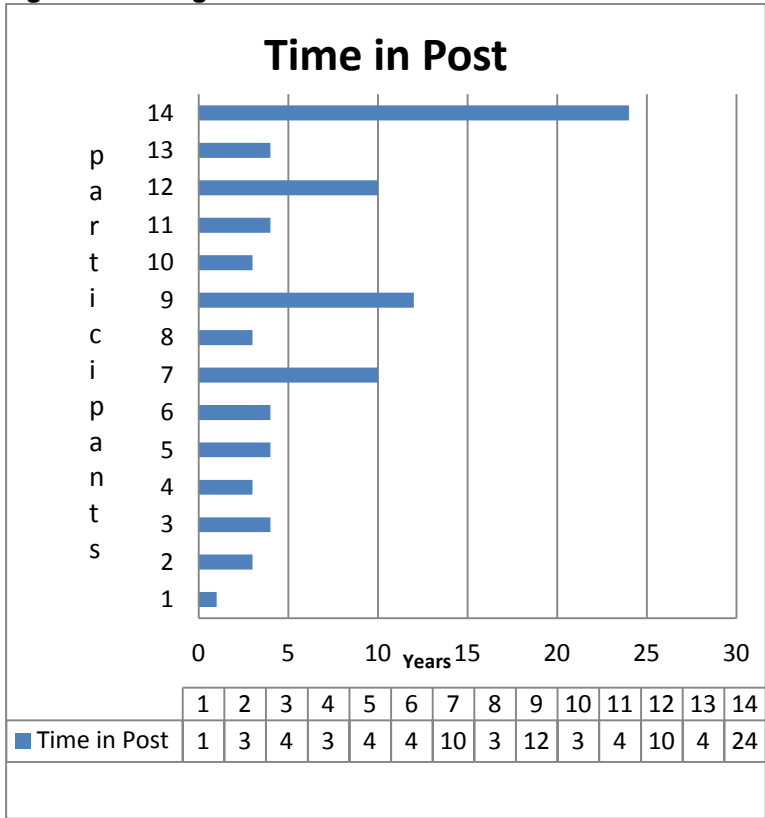
**Figure 5.3: Length of Service in Local Government**



### 5.2.4: Length of Time in Post

The range of time each participant has been in their leadership post ranged from 1 year for one for the Elected Members, to 24 years for one of the staff representatives with a mean of 6 years. It is interesting to note that one Council employee has been in the same post for 12 years and another Council employee and one of the Elected Member's has been in post for 10 years. This is interesting in that there is generally more leadership turnover in public than in private organizations, not only due to limits on time in office, but also due to organizational upheavals often leading to officers resigning voluntarily (Hooijberg & Choi, 2001).

Figure 5.4: Length of Time in Post



5.3: Quantitative data findings

A quantitative questionnaire was considered important to the herein reported research. The MLQ (5x) questionnaire was constructed on a previously developed theory of transformational leadership (Bass and Avolio, 1997). The MLQ (5x) is a robust questionnaire containing 45 items identifying and measuring leadership behaviours (Bass & Avolio, 2004). The MLQ (5x) identifies nine leadership factors that embody what is described as the full range of leadership styles. These nine factors are split into five transformational, three transactional and one factor which is described as non-leadership. These have been presented in detail in chapter 2, to recall they are the transformational behaviours of idealized attributes, idealized behaviours, inspirational motivation, intellectual stimulation, and individualized consideration. Transactional behaviours are contingent reward, management-by-exception (passive), and management-by-exception (active) and non-leadership relates to Laissez-faire behaviour.

The researcher used the MLQ (5x) a quantitative instrument in this qualitative study to obtain an understanding of the leadership phenomenon in a Council setting from multiple perspectives. It also allows for triangulation of the data obtained from the quantitative semi-structured interviews described by Parry (1998) and Kan and Parry (2004). When multiple methods are used to collect the information, this can enhance the quality of information, when the methods used provide mutual confirmation and are seen as an effective way to achieve the triangulation of the data.

A response rate of 100% was achieved for completion of the MLQ (5x). This was achieved by having the questionnaire completed by all the participants prior to the interview and collected at this time for subsequent analysis.

#### **5.4: MLQX5 Self-Rating**

The MLQ (5x) is a robust questionnaire that is used to assess leadership factors and allows for self-rating where the participants answer a set of questions which is then used to develop a profile of the leadership behaviours for the participant to be developed. This can be enhanced further by using another questionnaire for the leader's sub-ordinates to complete, this allows for a 360° profile of their behaviours to be developed. In this study only self-rating was used and the participants completed the questionnaire themselves to self-rate their behaviours. There are important issues that can make this a problematic approach that are worthy of mention. Participants may attempt to answer the questions in a way that they think will give a positive profile therefore distorting assessment results by intentionally providing answers they consider will show them in a better light. Alternatively they may merely lack the self-awareness to candidly rate themselves on certain behaviours or other dimensions included in the MLQ (5x) questionnaire. This is an important consideration when interpreting the data as a participants' denial of a trait or behaviour by giving a false answer could mean that the participant is seeking to hide the fact that this behaviour is present. The MLQ (5x) has an optimal profile for the full range leadership model and there are statistical norms for this profile. These norms are used as the benchmark that the participants' responses were compared to following detailed analysis and are presented in the following chapters.

To help the reader recall the main tenets of the Transformational leadership paradigm and understand the implications of the factors identified by the MLQ (5x) a summary follows. These factors are important for the leader to consider, to ensure the success of their group. It is essential to note however that both transformational and transactional leadership are associated with successful outcomes with transformational being considered the most successful. The leadership style in successful companies is more based on transformational leadership (Jandaghi et al, 2009:216). This research does not seek to define successful leadership in the Council; rather get a better understanding of the process and views of those in leadership positions. The factors associated with the full range leadership model are revisited below to enable the reader to contextualise the participant profiles.

##### **5.4.1: Passive leadership factors**

The passive factors identified by the MLQ (5x) are associated with a tendency of the leader to avoid identifying and clarifying problem areas, they avoid getting involved, setting standards and monitoring results. This style of leadership is argued to be the least effective and is seen to have a negative impact on leadership results (Bass & Avolio, 1996, 2002).

##### **5.4.2: Transactional leadership factors**

To recall transactional leadership factors can be split into two forms; one is seen as constructive in that it involves working in teams setting up agreements to achieve specific objectives whilst identifying individual capabilities and the rewards that will be obtained on successful task completion. The other is seen as corrective in that it relates to setting standards which in its passive form allows mistakes to happen prior to intervention and conversely in its active form involves close monitoring looking for mistakes to occur Bass & Avolio, (1996, 2002).

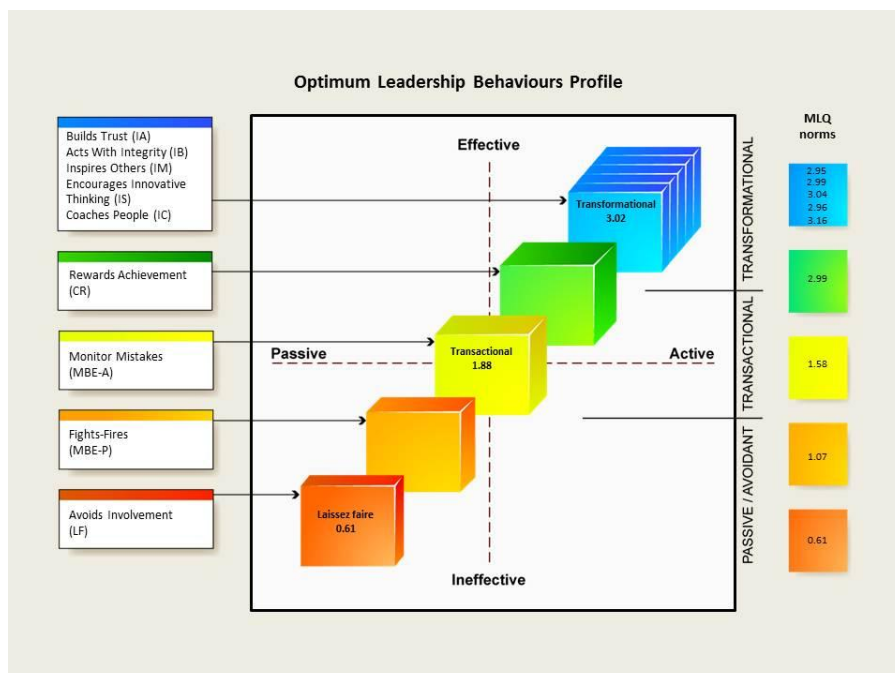
### 5.4.3: Transformational leadership factors

It is also important to recall that transformational leaders are known to create greater alignment between strategic visions and missions creating a greater cohesion, commitment and reduced turnover within the group. It is also claimed that transformational leadership can create a safer working environment which is an interesting fact when considering the occupational hazards faced by Council employees especially the emerging occupational hazards associated with psychological well-being which has been identified as an issue for the Council in a report by Professor Andy Smith (2009). Leaders who demonstrate the transformational leadership factors of inspiration, intellectually, stimulating, challenging, visionary, development orientated with a determination to maximise performance has the most influence on all levels of management. This has been substantiated in many research studies and has often been described as charisma (Burns 1978, Bass and Avolio, 1996, 2002, Conger, 1999, Antonakis, 2001 and Covey, 2007). The factors identified by the MLQ (5x) have been presented at some length in chapter 3. For the purpose of the data analysis and clarity for the reader, these will be revisited and presented in depth for the first participant and then referred to for subsequent participants.

### 5.5: Participants Leadership Profile

The participants profiles were developed from the analysis of their responses to the MLQ (5x) and are be presented using an adapted version of the profile developed by Bass & Avolio, (1996, 2002, 2004). The profile indicates the optimum behaviours for the nine factor full range leadership model and also the norms for these behaviours. The template has been developed below and this shows the optimum profile for the nine factors. This has been adapted and allows for the participants scores to be illustrated on the template which can then be compared against the optimum profile to instantly show the behaviours that are consistent with those for the transformational leadership paradigm and also identify areas where the participants behaviours differ.

**Figure 5.5: Optimum Leadership Behaviours Profile**



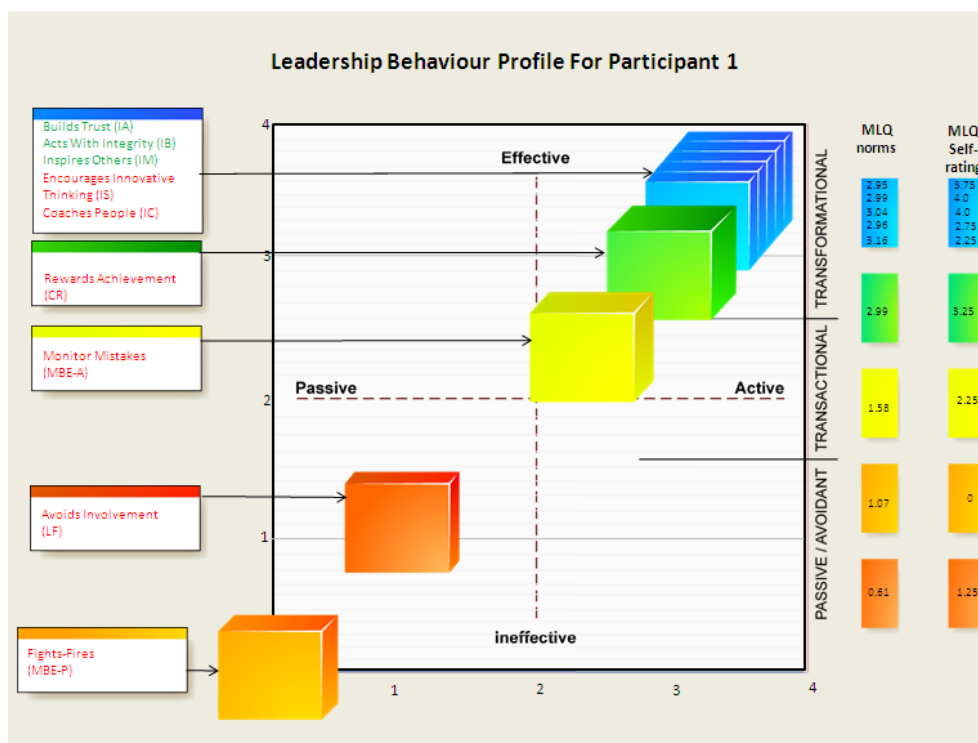
Source: Adapted from Bass & Avolio (1996, 2002)

The self-rated behaviour profile for each participant was calculated and entered onto the profile chart enabling their profiles to be compared with that of the optimum behaviour profile and the (US) Descriptive Statistics for MLQ 5x 2004 Normative Sample (Avolio.& Bass, 2004:69). This section will present and discuss the behaviour profile obtained from the MLQ (5x) self-rating for each participant.

### 5.5.1: Participant 1

The profile of P1 indicated that his behaviours are sub-optimal when considering the full range of leadership styles. The profile indicated that he significantly exceeded the norm for contingent reward. He exceeded the norms for the three of the five transformational factors and also exceeds the norm for two of the three transactional factors; however he also exceeds the norm for Laissez Faire non-leadership.

**Figure 5.6: Leadership Behaviour Profile For P1**



### 5.5.1.2: Transformational Factors

#### 5.5.1.21: Idealised Influence (Behaviour)

P1 scored higher than the norm on the idealised influence factor which is claimed identifies leaders who are able to build trust in their group and have a tendency to inspire authority and pride in their group, by going further than their own individual interests and focusing on the interests of the group and that of group members. As P1 is an Elected Member this will be important as his group is not only the staff in the portfolio he is responsible for but also the community he represents. People who score highly are seen to become role models and are attributed special qualities by their followers. High scores for this factor generally recognize leaders who act with integrity and their behaviours tend to be affirmative and especially value laden. Leaders with this attribute are identified as having high moral judgement, are optimistic and efficient whilst having awareness and authority and discuss their central values and beliefs whilst retaining a focus on moral and ethical consequences of their actions, all of



which are important for leaders. They also very focused on constructing a common sense of mutual vision for the group (Avolio & Bass, 1995, 2004).

#### **5.5.1.22: Idealized Influence (attributes)**

P1 scored above the norm for this factor which identifies leaders who are able to build trust in their followers, tending to inspire power and pride by going beyond their own individual interests and focusing on the interests of the group and of its members. They are seen as reference models for their followers, with high scores identify leaders whom their followers attribute these special qualities. The scale however does not suggest the objective presence of these qualities (Avolio and Bass, 1995, 2004) These will be important considerations for P1 considering his role in the community and the Council.

#### **5.5.1.23: Inspirational Motivational**

P1 again scored much higher than the norm for this factor and leaders who score highly on this factor are seen to inspire others and have the ability to simply communicate collective goals and generate a shared understanding of what is correct and important. Those who score highly on this factor are seen as having the ability to present a vision to the group of what is achievable and how to achieve these developing meaning and encourage an upbeat outlook about what needs to be completed (Avolio and Bass, 1995, 2004). These claims are interesting in that P1 is an Elected Member who sits on the Board of the Council and one would expect that someone in this position would need these attributes to be a success in the position.

#### **5.5.1.24: Individual Consideration**

P1 was slightly below the norm for this factor which identifies leaders who are able to coach people. It relates to a considerate and involvement in the concerns of others including their developmental needs. Leaders who score well in this factor tend to treat each individual uniquely and also to expand and elevate those needs in an attempt to maximize and develop their full potential. As this is one of the transformational factors it is an area where coaching could be carried out to help improve on these behaviours so as a leader P1 in is position of authority and can provide opportunities and develop organizational cultures supportive of individual growth.

#### **5.5.1.25: Intellectually Stimulating (IS)**

P1 was slightly below the norm for this factor, to recall leaders who possess these attributes are recognized for communicating individual reverence to followers by affording them particular consideration, treating every one as an individual, and recognizing that they all have individual needs. This could be pointed out to P1 giving him an opportunity to reflect on this and to consider this behaviour when leading his team. He could also reflect on the developmental needs of each individual group member not only for present needs but also to attempt to raise his group members to fully achieve and maximise their potential. This could be achieved by assigning tasks on an individual basis and within a culture that is encouraging of individual development.

### **5.5.1.3: Transactional Leadership behaviours**

#### **5.5.1.31: Contingent reward**

P1 responses in relation to this factor indicated that he exceeded the norm, this behaviour tends to indicate the leader is proficient in rewarding attainment and has the tendency to develop clear conditions and responsibilities for any specific tasks or projects with clearly stated objectives for his team identifying rewards for accomplishing these objectives and the punishments if they fail to achieve these made apparent. He will articulate his approval when the objectives and required outcomes are achieved which is considered an important factor in bringing subordinates to achieve the required standard in the transactional area (Avolio and Bass, 1995, 2004). The negative factors associated with this behaviour have been discussed in detail in chapter 2.

#### **5.5.1.32: Management-by-Exception (Active)**

The responses from P 1 for this factor indicated that he was just below the norm. This would indicate that although he may display some of the behaviours associated with this factor such as focusing on monitoring mistakes, they are not prevalent. This would indicate that he is less likely to stipulate conformity to standards, plainly explain ineffective performance or focusing on the sanctions he would apply for not respecting the standards set. He is less likely to carefully spotlight any deviations with a focus on monitoring group member's mistakes and any errors or focusing on quick and detailed remedial measures. He is also less likely to track and keep records of any errors, exceptions and mistakes made by his subordinates and the action taken to address them.

#### **5.5.1.33: Management-by-exception (passive)**

The responses indicate a complete absence of these behaviours, indicating that he does have a tendency to fight fires in his team or organization and be more proactive. He would be less likely to wait for problems to emerge before taking remedial measures therefore being less likely to use punitive measures on group members if remedial measures are necessary (Avolio and Bass, 1995, 2004).

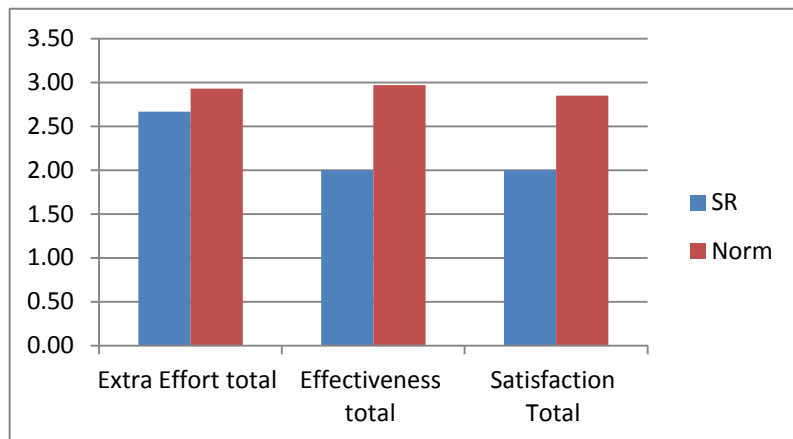
#### **5.5.1.34: Non-Leadership Laissez-faire behaviours**

The profile for P1 indicated that he was above the norm for this behaviour which is associated with leaders who inclined to avoid involvement and is defined as 'non-leadership'. These behaviours are precise opposite of an efficient transformational leadership style, with the leaders taking a hands-off approach and refuse to assume their responsibilities as a leader, failing to provide sufficient information to their group. They tend not to provide feedback or acknowledge or work towards obtaining their followers' satisfaction. Leaders who score highly on this dimension, are inclined to avoid dealing with important problems, tending to be absent when needed by their followers and others. They are also prone to decision making and have delayed reactions to urgent problems (Avolio and Bass, 1995, 2004). These are all important considerations especially as P1 is an Elected Member and a member of the Councils Board. Laissez-faire leadership is the least effective form of the nine factors of transformational leadership theory (Bass, 1985) and is referred to as non-leadership.

### **5.5.1.4: Outcomes of leadership**

The profile for the outcomes of leadership is presented and discussed below, it is apparent from the chart P1 is below the norm for all of these outcomes.

**Figure 5.7: Outcomes of Leadership Style for P1**



#### **5.5.1.41: Extra effort**

P1 scored just below the norm for the capacity to create extra effort in his group. Extra effort is seen as the wish of followers to endeavour for higher levels of performance by making additional efforts, which in turn exceeds the behavioural expectations of the leaders, the group and/or the organization. Leaders who have these behaviours have the ability to augment the aspiration of their group and followers to accomplish something and to exceed objectives and bring about positive complementary behaviours (Avolio and Bass, 1995, 2004).

#### **5.5.1.42: Effectiveness**

P1 was well below the norm for effectiveness which is seen to identify leaders that have the capacity to be efficient and it is argued that leaders who are efficient satisfy the professional requirements of their group. Leaders who are effective also have the ability to represent the group to superior levels of authority. The leaders and the group are then seen to be effective in meeting objectives and generally create a higher efficacy in all the activities that they and their group are involved with (Avolio and Bass, 1995, 2004). All of these are important and there could be an emphasis on pointing out the optimum profile for this factor.

#### **5.5.1.43: Satisfaction**

P1 was well below the norm for this outcome, which may indicate that he lacks the empathy to create interpersonal satisfaction in his group and with colleagues. It would be interesting to see if his followers identify the behaviours with this him, especially if he is capable of creating feelings of satisfaction in the group and with colleagues (Avolio and Bass, 1995, 2004).

#### **5.5.1.5: Summary of the profile for P1**

In relation to the five transformational factors P1 exceeded the validated norm for three of these, Idealized Influence (Attributed), Idealised Influence (Behaviour), Inspirational Motivational and was slightly below the norm for Intellectual Stimulation and Individual Consideration. In relation to transactional factors he exceeded the norm for Contingent reward and was below the norm for Management-by-Exception (Active) and interestingly his responses did not identify any Management-by-Exception (Passive) behaviours. In relation to non-leadership it was interesting to note that P1 response indicated that he exceeded the norm for the Laissez-Faire Leadership (non-leadership) factor. In relation to extra effort, effectiveness and satisfaction, P1 profile identified that these were all below the norm.



### **5.5.2.2: Transformational Factors**

#### **5.5.2.21: Idealised Influence (Behaviour)**

P2 scored higher than the norm on the idealised influence factor which indicates that she has the ability to build trust in her group, inspire authority and pride in her group, by going further than their own individual interests and focusing on the interests of the group and that of group members. P2 scored highly for this factor which would indicate that she is or has the capability to become a role model and would be seen to have special qualities by her followers. The high scores also indicate that she will act with integrity and her behaviours would tend to be affirmative, especially value laden. She would also be identified as having high moral judgement, be optimistic and efficient whilst having awareness and authority and discuss their central values and beliefs whilst retaining a focus on moral and ethical consequences of their actions. The profile would also indicate that she is very focused on constructing a common sense of mutual vision for the group (Avolio and Bass, 1995, 2004). As a member of the Executive team it could be argued these will be important behaviours to be successful in the role.

#### **5.5.2.22: Idealized Influence (attributes)**

P2 scored above the norm for this factor which identifies leaders who are able to build trust in their followers, tending to inspire power and pride by going beyond their own individual interests and focusing on the interests of the group and of its members (Avolio and Bass, 1995, 2004).

#### **5.5.2.23: Inspirational Motivational**

P2 again scored higher than the norm for this factor and leaders who score highly on this factor are seen to inspire others and have the ability to simply communicate collective goals and generate a shared understanding of what is correct and important. Those who score highly on this factor are seen as having the ability to present a vision to the group of what is achievable and how to achieve these developing meaning and encourage an upbeat outlook about what needs to be completed (Avolio and Bass, 1995, 2004).

#### **5.5.2.24: Individual Consideration**

P2 scored much higher than the norm for individual consideration which identifies leaders who are able to coach people. This is an interesting outcome considering background and role of P2 is in Human Resources (HR) relating to a considerate and involvement in the concerns of others including their developmental needs. Paradoxically P2 has been instrumental in the restructuring of the Council and the fact that those who score highly on this factor tend to treat each individual uniquely to expand and elevate those needs in an attempt to maximize and develop their full potential may not have been at the forefront of the behaviours over the past few years. It will be interesting to compare this with the responses from the interviews. P2 is in a position of authority and can have the opportunity to help develop organizational cultures supportive of individual growth and her score on this factor would tend to suggest that she would be supportive of this type of culture.

#### **5.5.2.25: Intellectually stimulating (IS).**

P2 was again above the norm for Intellectual Stimulation suggesting the possession of individual reverence to followers by affording them particular consideration, treating every one as an individual, and recognizing that they all have individual needs.

### 5.5.2.3: Transactional Leadership behaviours

#### 5.5.2.31: Contingent reward

P2 again scored well above the bench mark for this factor indicating she is proficient in rewarding attainment and has the tendency to develop clear conditions and responsibilities for any specific tasks or projects with clearly stated objectives for her team identifying rewards for accomplishing these objectives and the punishments if they fail to achieve these made apparent. As an Executive she will articulate her approval when the objectives and required outcomes are achieved (Avolio and Bass, 1995, 2004).

#### 5.5.2.32: Management-by-Exception (Active)

P2 scored well below the norm for this factor which indicates an absence of the majority of these behaviours such as focusing on monitoring mistakes, stipulating conformity to standards, ineffective performance or focusing on the sanctions that can be applied. This score would indicate that she would be unlikely to spotlight any deviations or focus on monitoring group member's mistakes, also being less likely to track and keep records of any errors, exceptions and mistakes made by her subordinates or the action taken to address them.

#### 5.5.2.33: Management-by-exception (passive)

P2 scored just below the norm suggesting that she may have a slight tendency to fight fires in her team and the organization, being less proactive.

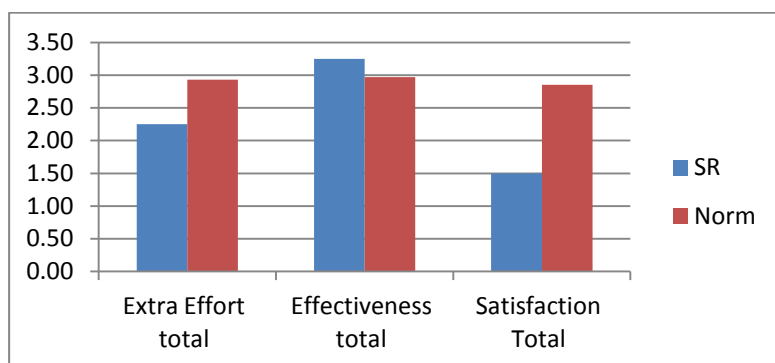
#### 5.5.2.34: Non-Leadership laissez-faire behaviours

P2 scored just above the norm for this factor which suggests that she may at times possess the behaviours associated with this factor. This would be an important point to feedback to P2 considering here role and position in the organisation.

### 5.5.2.4: Outcomes of leadership

P2 profile indicates that she exceeded the norm for effectiveness and was below the norm for extra effort being significantly below the norm for satisfaction.

**Figure 5.9: Outcomes of Leadership Style for P2**



#### 5.5.2.41: Extra effort

This scale identifies leaders who have the capacity to create extra effort in their group. Extra effort is seen as the wish of followers to endeavour for higher levels of performance by making additional efforts, which in turn exceeds the behavioural expectations of the leaders, the group and/or the organization. Leaders who have these behaviours have the ability to augment the aspiration of their

group and followers to accomplish something and to exceed objectives and bring about positive complementary behaviours (Avolio and Bass, 1995, 2004). P2 was below the norm for this outcome which is again an important consideration considering her role in the Council change process.

#### **5.5.2.42: Effectiveness**

P2 was above the norm for effectiveness indicating that she has the capacity to be efficient and satisfy the professional requirements of their group, which is important as P2 is the leader of a group of professionals. It is also important in that this group represents areas of welfare and legislative compliance that is a minimum norm. Although these are a legal requirement they necessitate the ability to represent these requirements to superior levels of authority.

#### **5.5.2.43: Satisfaction**

Again P2 was well below the norm for this outcome which identifies leaders that are considered to create satisfaction within their group. There are two items on MLQ (5x) that measure this factor and higher scores indicate leaders who create interpersonal satisfaction in their group and colleagues. Leaders are seen to be warm, nurturing, open, authentic, honest persons, with good interpersonal and social skills, capable of creating feelings of satisfaction in their group and with colleagues (Avolio and Bass, 1995, 2004). These could be explained and coaching used to improve these behaviours. P2 was also below the norm for this outcome which is an important consideration especially during the difficult times the Council and staff are facing.

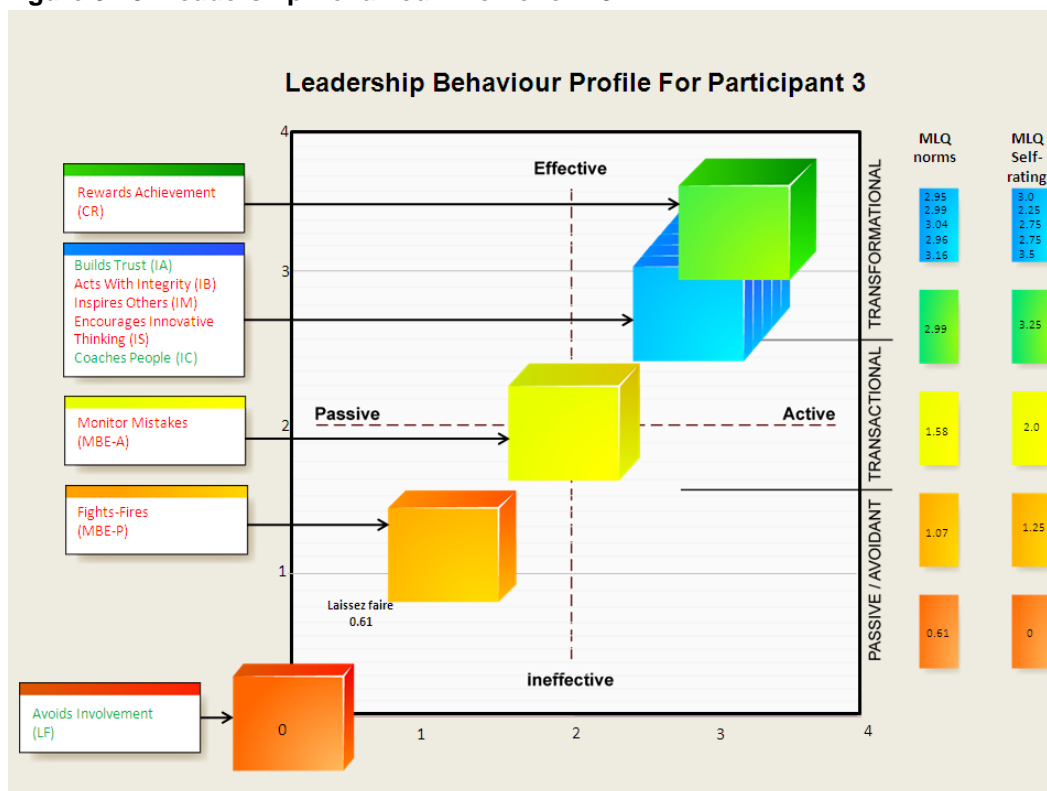
#### **5.5.2.5: Summary of the profile for P2**

The profile for P2 is sub optimum when considering the full range model but interestingly her profile for the five transformational factors exceeded the norm. However she also just exceeds the norm for three of the four transactional factors. Worthy of note is that she exceeded in the norm for Laissez-faire behaviours which was just above the norm. This is interesting and may explain some of the significant issues related to the service area P2 is responsible for, including failure to complete the job evaluation project, absence management and issues around stress are all arguably indicative of a hands off approach to leadership in this area. Another interesting point is that contingent reward is significantly above the norm for this behaviour, indicating an over reliance on the use of reward to achieve desired outcomes.

#### **5.5.3: Participant 3**

The profile for P3 is sub-optimum when considering the full range of leadership styles. She exceeds the norms for two of the five transformational factors but collectively these are below the norm for transformational behaviours. P3 exceeded the norm for two of the three Transactional factors with contingent rewards being significantly higher than the norm, which tends to indicate that these are her predominant behaviours. It is noticeable that her self-rating profile indicated that she had an absence of Laissez-faire non-leadership behaviours.

**Figure 5.10: Leadership Behaviour Profile for P3**



### 5.5.3.2: Transformational Factors

#### 5.5.3.21: Idealised Influence (Behaviour)

P3 scored lower than the norm for this factor which indicates that she may less ability to build trust in her group, inspire authority and pride in her group.

#### 5.5.3.22: Idealized Influence (attributes)

P3 scored above the norm for this factor which identifies leaders who are able to build trust in their followers (this tends to contradict the result for the factor above), tending to inspire power and pride by going beyond their own individual interests and focusing on the interests of the group and of its members (Avolio and Bass, 1995, 2004).

#### 5.5.3.23: Inspirational Motivational

P3 again scored lower than the norm for this factor and indicating that she may be less able to inspire others and simply communicate the required collective goals. This may also affect her ability to generate a shared understanding of what is correct and important. She may also have less ability to present a vision to the group of what is achievable and how to achieve these or developing meaning and to encourage an upbeat outlook about what needs to be completed especially important one would argue in the area P3 is responsible for.

#### 5.5.3.24: Individual Consideration

P3 scored much higher than the norm suggesting the ability to coach people. This is again is an interesting outcome considering P3 also has a background in Human Recourses (HR). P3 is also in an influential position of authority and has the opportunity to help develop organizational cultures supportive of individual growth and her score on this factor would tend to suggest that she would be supportive of this type of culture in the Council.



#### 5.5.3.25: Intellectually stimulating (IS).

P3 was again below the norm suggesting that she possesses less individual reverence to followers and may not afford them enough individual consideration by not recognizing that they all have individual needs.

### 5.5.3. 3: Transactional Leadership behaviours

#### 5.3.3. 31: Contingent reward

P3 again scored above the benchmark for this factor indicating she is proficient in rewarding attainment and the behaviours as explained earlier.

#### 5.5.3. 32: Management-by-Exception (Active)

P3 scored above the norm for this factor which suggests that she tends to monitor mistakes.

#### 5.5.3. 33: Management-by-exception (passive)

P3 scored just above the norm suggesting that she may have a tendency to fight fires in her team and the organization, being less proactive.

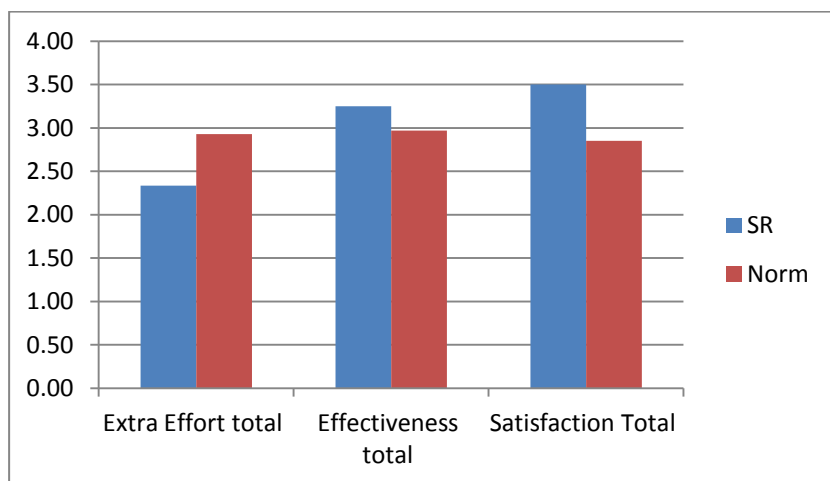
#### 5.5.3. 34: Non-Leadership laissez-faire behaviours

P3 did not score for this factor which suggests the absence of Laissez-faire leadership (non-leadership) behaviours.

### 5.5.3.4: Outcomes of leadership

The profile for P3 indicates that she exceeded the norm for effectiveness and for satisfaction but indicates that she is below the norm for extra effort

**Figure 5.11: Outcomes of the Leadership Style of P3**



#### 5.5.3.41: Extra effort

P3 scored below the norm for extra effort which may mean that she lacks the behaviours to raise her group to higher levels of performance. She may lack the ability to augment the aspiration of their group and followers to accomplish and exceed the objectives and develop positive complementary behaviours.

#### 5.5.3.42: Effectiveness

P3 was above the below the norm for effectiveness indicating that she has the capacity to be efficient and satisfy the professional requirements of their group, which again an important fact as P3 is the

leader of a group of professionals representing areas of welfare and legislative compliance and her role often requires the ability to represent these requirements to superior levels of authority including the Board of members.

#### 5.5.3.43: Satisfaction

P3 scored well above the norm for this outcome, indicating the ability to create satisfaction within her group and colleagues. This high score indicates that she possesses the behaviours associated with this outcome.

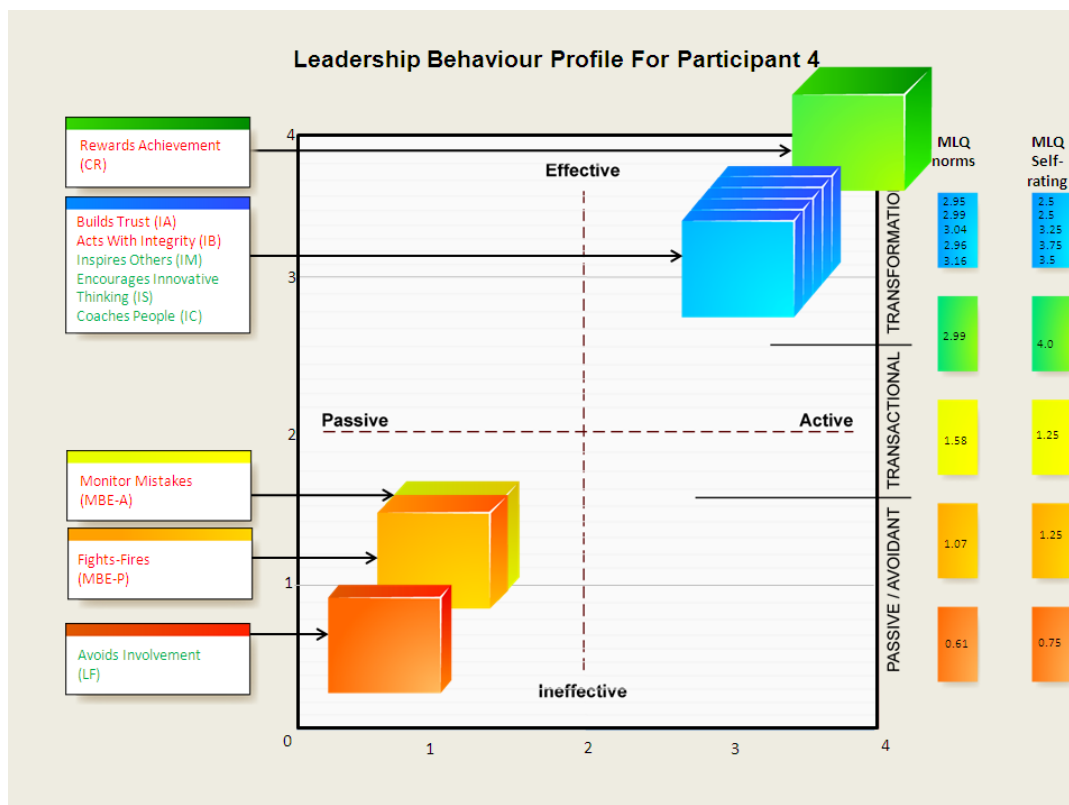
#### 5.5.3.5: Summary of the profile for P3

The profile for P3 is interesting in that she exceeds the norm for two of the transformational behaviours but is lower for the other three. She significantly exceeds the norm for contingent reward and also exceeds the norm for Management-by-Exception (Active) and Management-by-Exception (Passive). Interestingly her profile does not indicate Laissez-faire behaviours however she works in the same service area as P2 with the associated issues which would tend to contradict this.

#### 5.5.4.1: Participant 4

The profile for P4 is sub-optimum when considering the full range of leadership styles. He exceeds the norms for three of the five transformational factors. He also exceeded the norm for two of the three transactional factors especially for contingent reward. The laissez faire behaviours were consistent with the norm for these behaviours.

**Figure 5.12: Leadership Behaviour Profile for P4**



In relation to the five transformational factors P4 exceeded the validated norm for three of these factors Individual Consideration, Inspirational Motivational and Intellectual Stimulation. He was below the norm for the two other factors Idealized Influence (Attributed) and Idealised Influence (Behaviour).

In relation to transactional factors he significantly exceeded the norm for Contingent reward and was below for Management-by-Exception (Passive) and Management-by-Exception (Active). For Laissez-faire non-leadership he was just below the norm.

#### **5.5.4.2: Transformational Factors**

##### **5.5.4.21: Idealised Influence (Behaviour)**

P4 scored below the norm for this factor, which indicates that he may possess less ability to build trust in his group, inspire authority and pride in his group and the same behaviours as mentioned earlier.

##### **5.5.4.22: Idealized Influence (attributes)**

P4 scored below the norm for this factor which tends to suggest that he is less likely to demonstrate these behaviours as often as the norm.

##### **5.5.4.23: Inspirational Motivational**

P4 scored higher than the norm for this factor and indicating the potential to inspire others and the behaviours presented earlier.

##### **5.5.4.24: Individual Consideration**

P4 scored much higher than the norm suggesting the ability to coach people. P4 is an Executive and has the capability to develop the organizational culture that would be supportive of individual growth and again this score would tend to suggest that he would be supportive of this type of culture in the Council.

##### **5.5.4.25: Intellectually stimulating (IS)**

P4 was again above the norm suggesting the possession of individual reverence to followers and the behaviours presented earlier.

#### **5.5.4.3: Transactional Leadership behaviours**

##### **5.5.4.31: Contingent reward**

P4 scored well above the bench mark for this factor indicating he is proficient in rewarding attainment and the behaviours as presented earlier. This may not be an unexpected score as the role P4 has is very much linked to achieving financial targets and operating within the financial constraints of the budget settlement and rewarding Senior Management via bonuses etc.

##### **5.5.4.32: Management-by-Exception (Active)**

P4 scored below the norm for this factor which suggests no real issues with these behaviours.

##### **5.5.4.33: Management-by-exception (Passive)**

P4 scored just above the norm suggesting that he may have a tendency to fight fires in his team and the organization, being less proactive. This again is a fascinating finding considering role of P4 and his Executive position in the organisation.

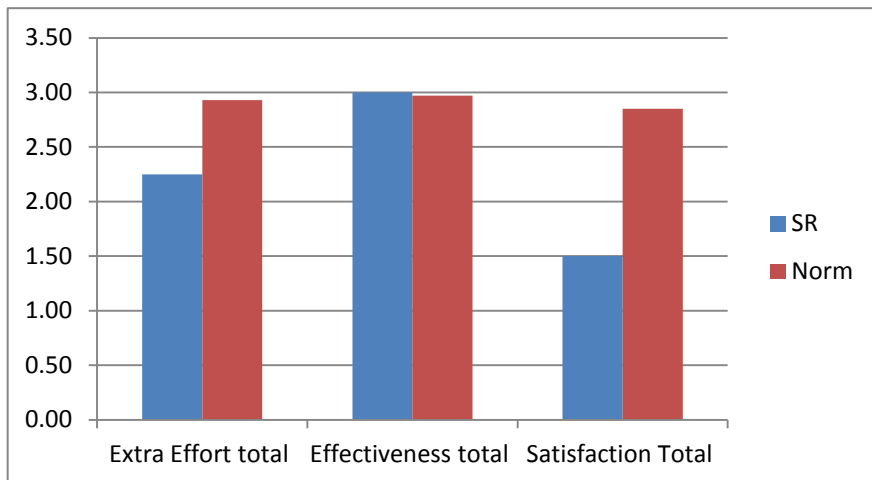
##### **5.5.4.34 Non-Leadership Laissez-Faire behaviours**

P4 scored just below the norm for this factor which suggests the presence of some Laissez-faire leadership (non-leadership) behaviours but they do not appear to be prevalent.

#### 5.5.4.4: Outcomes of Leadership

P4 profile indicates that he only just exceeds the norm for effectiveness and was well below the norms for extra effort and satisfaction.

**Figure 5.13: Outcomes of the Leadership Style of P**



##### 5.5.4.41: Extra effort

P4 scored below the norm for extra effort which may mean that he lacks the behaviours to raise the outcome of his group to higher levels of performance. Considering the strategic importance of the group P4 is responsible for, especially during the challenges the organisation face, this may be an area where coaching can help P4 develop these behaviours so he can elevate the performance of his group to exceed the objectives and develop positive complementary behaviours.

##### 5.5.4.42: Effectiveness

P4 was just above the norm for effectiveness indicating that he has the capacity to be efficient and satisfy the professional requirements of his group, which again an important fact as P4 is the leader of a group of professionals. He also has to represent his unit and the Council to the Board and also the Welsh Assembly Government to receive and effective budget settlement.

##### 5.5.4.43: Satisfaction

P4 scored well below the norm for this outcome indicating that he may lack the ability to create satisfaction within his group and colleagues. This score indicates that he lacks the behaviours associated with this outcome.

#### 5.5.4.5: Summary of the profile for P4

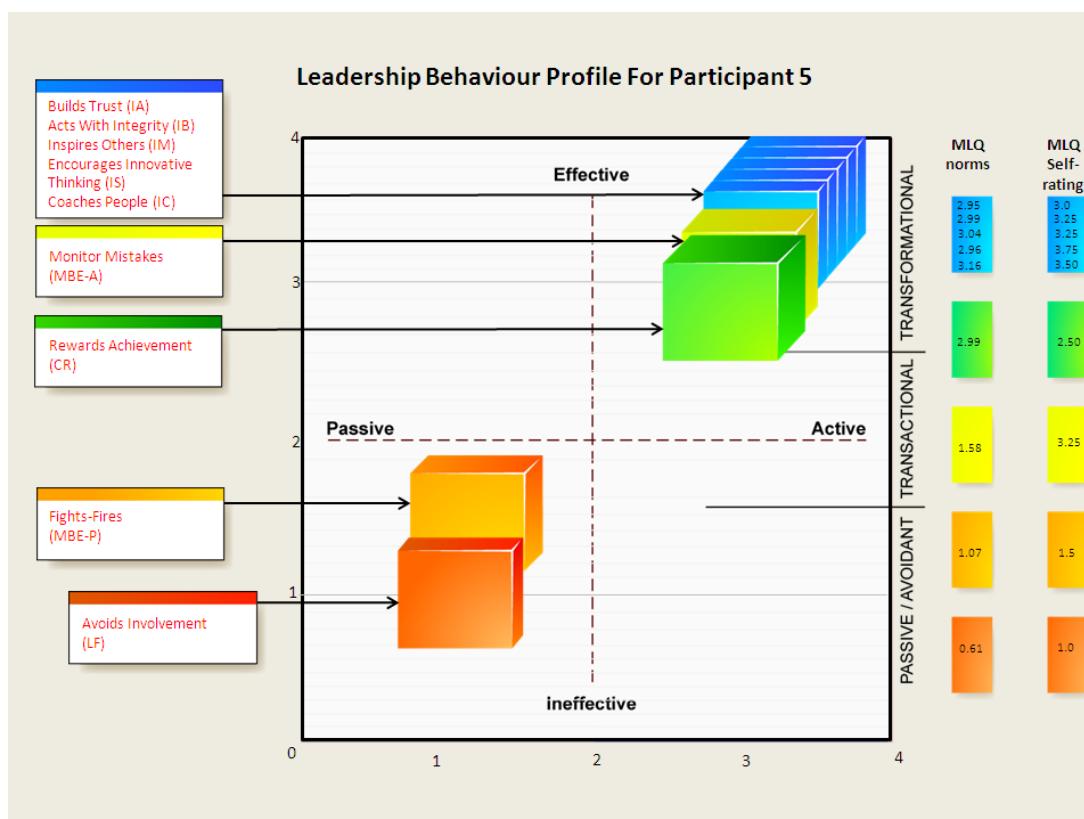
P4 exceeded the norm for two of the transformational factors but was below for three of them. He significantly exceeded the norm for contingent reward indicating a reliance on using rewards to achieve desired results. For transformational factors P4 was slightly below for Management-by-Exception (Active) which does not indicate any issues, and he scored just above the norm for Management-by-Exception (passive) which indicates that he may have a tendency to fight fires. He possesses some Laissez Faire behaviours but these are comparable with the norm. This is interesting in that several areas of the Council are significantly overspent, which arguably indicates a hands off to budgetary control.

### 5.5.5.1: Participant 5

The profile for P5 is sub-optimal when compared to the full range model, but she scored above the norm for all five transformational factors and she scored well above the norm for one of the transactional factors Management-by-Exception (Active), was below for contingent reward and well below for Management-by-Exception (Passive). Her responses indicate that she also scored above the norm for Laissez-faire leadership (non-leadership) behaviours. This is an interesting profile as P5 is a senior staff representative and possessing these behaviours are interesting considering the role and what it entails. She has to work closely of the staff and management during the change process.

In relation to effectiveness P5 was above the norm here but was below for extra effort and satisfaction which may be surprising considering her trade union role and as she would be conscious of the need to satisfy the union membership and also motivate members to contribute extra effort.

**Figure 5.14: The Leadership Behaviour Profile for P5**



### 5.5.5.2 Transformational Factors

#### 5.5.5.21 Idealised Influence (Behaviour)

P5 scored higher than the norm for this factor which indicates that she has the ability to build trust in her group, inspire authority and pride in her group and the same behaviours as mentioned earlier. This behaviour would be important considering her representative role as sometimes this requires negotiations with managers on behalf of the members which at times are potentially confrontational.

#### 5.5.5.22: Idealized Influence (attributes)

P5 scored above the norm for this factor which identifies leaders who are able to build trust in their followers, tending to inspire power and pride by going beyond their own individual interests and focusing on the interests of the group and of its members. This profile is interesting considering the

role of P5 as a senior staff representative, as arguably all of these behaviours would be required to serve the trade union members above her own self-interest.

#### **5.5.5.23: Inspirational Motivational**

P5 scored higher than the norm for this factor and indicating the potential to inspire others and the behaviours presented earlier.

#### **5.5.5.24: Individual Consideration**

P5 scored higher than the norm suggesting the ability to coach people. As a staff representative this is an important behaviour to work with management to develop the organizational culture that would be supportive of individual growth and again this score would tend to suggest that she would be supportive of this type of culture in the Council.

#### **5.5.5.25: Intellectually stimulating (IS)**

P5 scored much higher than the norm suggesting the possession of individual reverence to followers and the behaviours presented earlier. Again this is interesting considering the representative role of P5.

### **5.5.5.3: Transactional Leadership behaviours**

#### **5.5.5.31: Contingent reward**

P5 scored below the bench mark for this factor indicating that she is less likely to be less proficient in rewarding attainment and the behaviours as presented earlier. On reflection this may not be a surprise as both her role as a Council employee and trade union representative incentives would arguably be less relevant. However they may be of more interest during negotiations for improved terms and conditions for her membership.

#### **5.5.5.32: Management-by-Exception (Active)**

P5 scored much higher than the norm for this factor which suggests that the behaviours as mentioned earlier may be prevalent.

#### **5.5.5.33: Management-by-exception (passive)**

P5 scored just above the norm suggesting that she may have a tendency to fight fires for her members within the organization, being less proactive. This again is a fascinating finding considering her role as a senior staff representative at what is a time of unprecedented change impacting on her members. It would be interesting to investigate this with P5 further and drill down into her thoughts on this dimension.

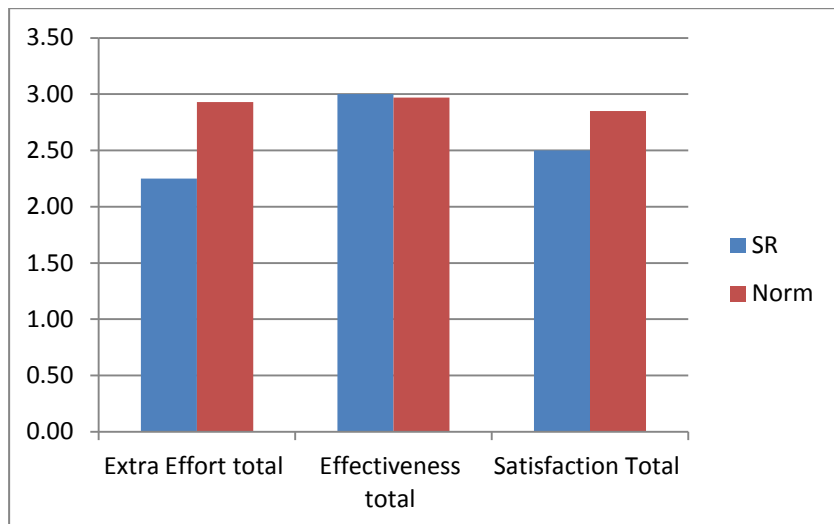
#### **5.5.5.34: Non-Leadership Laissez-faire behaviours**

P5 scored just above the norm for this factor which suggests the presence of some Laissez-faire leadership (non-leadership) behaviours although commensurate with the norm. This is an interesting finding considering the role and its requirements to satisfy member's requirements and have to intervene on their behalf.

### **5.5.5.4: Outcomes of Leadership**

The profile for P5 indicates that she only just exceeds the norm for effectiveness and was below the norms for extra effort and satisfaction.

**Figure 5.15: Outcomes of the Leadership Style of P5**



#### **5.5.5.41: Extra effort**

P5 scored below the norm for extra effort which may mean that she lacks the behaviours to raise her group to higher levels of performance. Considering the role these behaviours are important as the workforce and organisation face unprecedented challenges that will require the implementation of significant change to working practices and structures including a reduction in staff numbers. P5 and her fellow trade union representatives will have a major role to play in these changes and there will be a requirement for all staff to elevate their performance to meet the challenges that lay ahead.

#### **5.5.5.42: Effectiveness**

P5 was just above the norm for effectiveness indicating that she has the capacity to be efficient in her representative role and satisfy the requirements of the membership, which again an important fact as P5 represents the largest number of trade union members in the Council. Her role includes representing them at formal and informal negotiations with the Councils management.

#### **5.5.5.43: Satisfaction**

P5 scored well below the norm for this outcome indicating that she may lack the ability to create satisfaction within the membership group. This score indicates that she lacks the behaviours associated with this outcome. This is interesting when reflecting on the negotiations around the job evaluation that has been taking place across the Council for over four years and at a cost of millions. This is still not resolved and staff are still dissatisfied with the Councils proposals. It would have been interesting to have the trade union membership to complete a MLQ (5x) questionnaire to rate the leadership behaviours of P5 and compare their feelings of satisfaction with her self-rating outcome.

#### **5.5.5.5: Summary of the profile for P5**

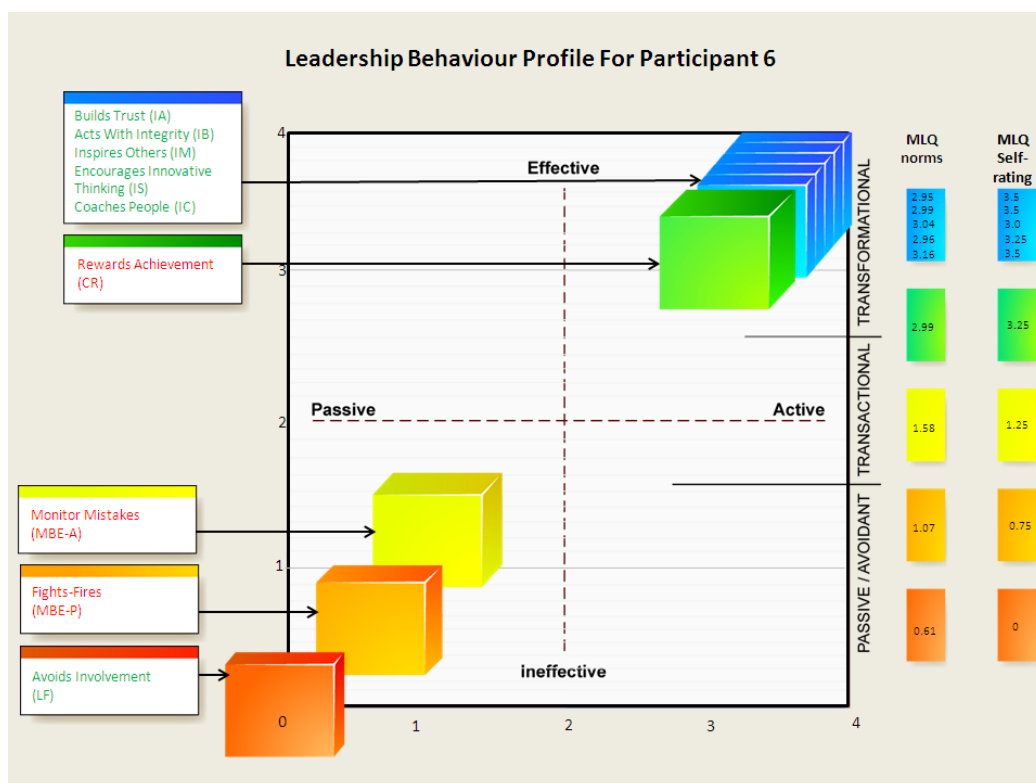
The profile for P5 was optimum when considering the transformational factors, exceeding the norms for the five transformational factors. However she also exceeds the norm for two of the three transactional factors and was the same for Laissez-faire behaviours. Interestingly Barbra is very passionate about wanting to serve her members and the community. Her profile would indicate that she has behaviours that would relate to monitoring mistakes, which is interesting when you consider that she represents staff that may have made mistakes in their work, which could lead to disciplinary action and formal hearings in which P5 will effectively represent them.

### 5.5.6: Participant 6

P6 exceeded the validated norm for four of the transformational factors, and equalled it for Inspirational Motivational. In relation to transactional factors he exceeded the norm for Contingent reward and was below for the other two factors and there was an absence of Laissez-faire Leadership (non-leadership) behaviours. In relation to effectiveness, satisfaction and extra effort P6 was below the norm for all of these which was again surprising as P6 is head of one of the Councils internal support service providers that provides administrative support for 50% of the Councils services.

The profile for P6 is close to the optimum when considering the transformational factors exceeding the norms for the five transformational factors. He was also below the norm for two of the three transactional factors with the exception of being just above for contingent reward. The profile for P6 does not identify any Laissez-faire behaviour.

**Figure 5.16: Leadership Behaviour Profile for P6**



### 5.5.6.2: Transformational Factors

#### 5.5.6.21: Idealised Influence (Behaviour)

P6 scored well above the norm for this factor which indicates that he has the ability to build trust in his group, inspire authority and pride in his group and the same behaviours as mentioned earlier. This behaviour would be important considering that the area P6 is responsible for provide support for all areas in the Council and has been subjected to several reorganisations including reductions in staff numbers. The department is under increasing pressure to make efficiency savings at the same time as increasing service user expectations with many of the staff on relatively low wages and rightly or wrongly fearful of their jobs.



**5.5.6.22: Idealized Influence (Attributes)**

P6 scored above the norm for this factor which identifies leaders who are able to build trust in their followers, tending to inspire power and pride by going beyond their own individual interests and focusing on the interests of the group and of its members. This profile is interesting considering the challenges that team P6 is responsible for face as mentioned above.

**5.5.6.23: Inspirational Motivational**

P6 scored exactly the same as the norm for this factor and indicating the potential to inspire others and the behaviours presented earlier. This will be an important behaviour considering the challenges they face.

**5.5.6.24: Individual Consideration**

P6 scored much higher than the norm suggesting the ability to coach people. P6 score on this factor would suggest that he would be supportive of individual growth and again this score would tend to suggest that he would be supportive of this type of culture in the Council.

**5.5.6.25: Intellectually stimulating (IS)**

P6 scored just above the norm suggesting the possession of individual reverence to followers and the behaviours presented earlier. Again this is interesting considering the challenges his group has faced and will face in the future.

**5.5.6.3: Transactional Leadership behaviours****5.5.6.31: Contingent reward**

P6 scored just above the benchmark for this factor indicating that he possesses these behaviours as presented earlier. It is less common to have financial incentives associated with this service area of the Council; however other incentives associated with this behaviour may be prevalent.

**5.5.6.32: Management-by-Exception (Active)**

P6 scored well below the norm for this factor which suggests that the behaviours as mentioned earlier are less prevalent.

**5.5.6.33: Management-by-exception (passive)**

P6 scored well below the norm suggesting that he may be less likely to fight fires in his service area within the organization, being more proactive.

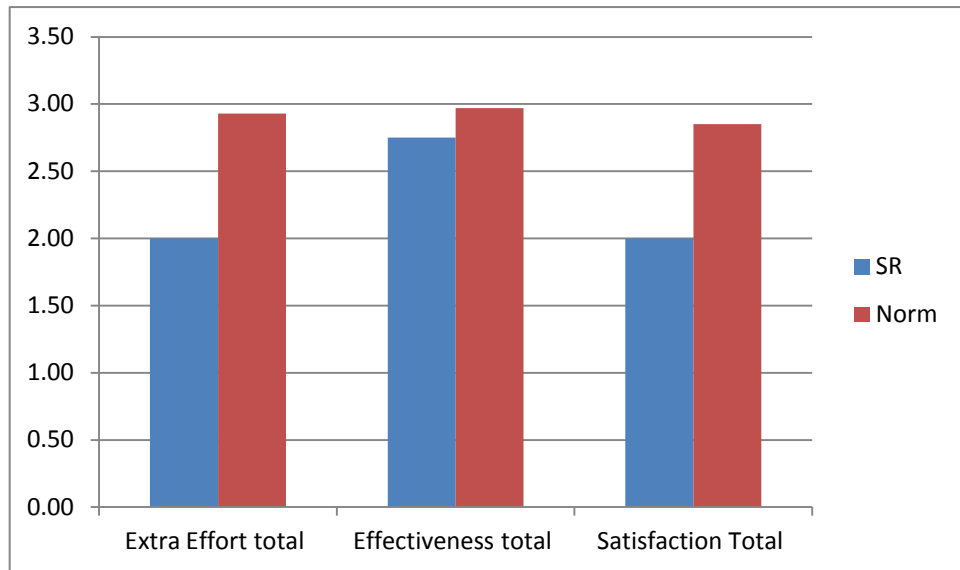
**5.5.6.34: Non-Leadership Laissez-faire behaviours**

P6 did not score for non-Leadership Laissez-faire behaviours.

**5.5.6.4: Outcomes of leadership**

The profile for P6 indicates that he was below the norms for extra effort, effectiveness and satisfaction.

**Figure 5.17: Outcomes of the Leadership Style for P6**



#### **5.5.6.41: Extra effort**

P6 scored well below the norm for extra effort which may mean that he lacks the behaviours to raise his group to higher levels of performance. The group P6 leads provides essential support services to the Council. This area has seen a significant amount of change and reduction in positions with staff morale being very low, it is essential that P6 can achieve extra effort in his service area if the Council is going to be transformed.

#### **5.5.6.42: Effectiveness**

P6 was just above the norm for effectiveness indicating that he has the capacity to be efficient and satisfy the requirements of the workforce. This is again an important outcome for the Council as this service area is under constant pressure to deliver more with less and increase the use of technology and introduce new ways of working to meet the Council's change agenda.

#### **5.5.6.43: Satisfaction**

P6 scored well below the norm for this outcome indicating that he may lack the ability to create satisfaction within his group. This score indicates that he lacks the behaviours associated with this outcome. It would have been interesting to explore this further with P6 and his group.

#### **5.5.6.5: Summary of the profile for P6**

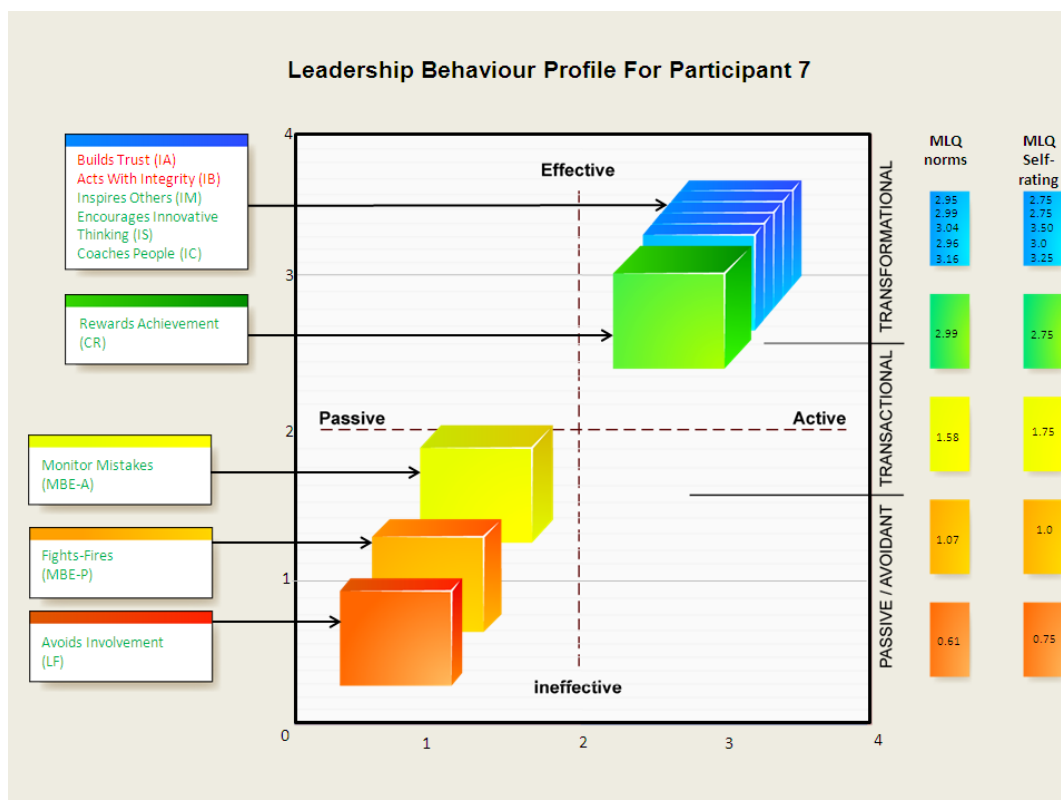
P6 exceeded the benchmark for all of the transformational behaviours. He also just exceeded the norm for contingent reward but was below for the other transactional factors and did not score for Laissez-faire behaviours. The profile for P6 is near the optimum when compared with nine factor full range leadership model with only contingent reward just above the norm.

### 5.5.7: Participant 7

In relation to the five transformational factors P7 exceeded the validated norm for four of the factors especially for consideration and motivation which considering that P7 is the head of adult social care may be a factor. She was just below the norm for Idealised Influence (Behaviour). In relation to transactional factors she was below the norm for all of these factors. The responses from P7 indicated some Laissez-faire leadership (non-leadership) behaviours. In relation to leadership outcomes, P7 was just above the norm for effectiveness, but was almost 50% below the norm for satisfaction and extra effort which again was surprising when considering that P7 heads a service responsible for the delivery of care in the community and a lot of the staff are by the nature of the work very motivated to provide a quality service and often go the extra mile above and beyond the roles requirements.

The profile for P7 is near optimum when considering the full range of leadership styles. She exceeds the norms for four of the five transformational factors. She was below the norm for two of the three transactional factors with the exception of contingent reward. The Laissez faire behaviours were comparable with the norm.

**Figure 5.18: Leadership Behaviour Profile for P7**



### **5.5.7.2: Transformational Factors**

#### **5.5.7.21: Idealised Influence (Behaviour)**

P7 scored slightly below the norm for this factor which indicates that she has the ability to build trust in her group, inspire authority and pride in her group and the same behaviours as mentioned earlier. This behaviour would be important considering her service area is care related as sometimes this requires very difficult decisions which can be described as emotionally challenging for all parties staff and members of the community alike. P7 has to negotiate very hard to maintain budgetary levels to provide a valuable service in an area which appears to require a continually increasing amount and level of service. There are increasing demands for the services of this area during times of reducing budgets and the additional requirement of all areas of the Council to make efficiency savings. This is compounded by increasing service user and regulatory expectations.

#### **5.5.7.22: Idealized Influence (Attributes)**

P7 scored above the norm for this factor which identifies leaders who are able to build trust in their followers, tending to inspire power and pride by going beyond their own individual interests and focusing on the interests of the group and of its members. This would be very important for this service area of the Council when one considers the services that it provides to the community.

#### **5.5.7.23: Inspirational Motivational**

P7 scored higher than the norm for this factor and indicating the potential to inspire others and the behaviours presented earlier. As a senior manager responsible for a care related service and from a nursing background this may not be surprising. Motivating her group in what are very challenging times is arguably a very important behaviour.

#### **5.5.7.24: Individual Consideration**

P7 scored higher than the norm suggesting the ability to coach people. The score for P7 on this factor would suggest that she would be supportive of individual growth and again this score would tend to suggest that she would be supportive of this type of culture in the Council.

#### **5.5.7.25: Intellectually stimulating (IS)**

P7 scored just above the norm suggesting the possession of individual reverence to followers and the behaviours presented earlier. Again this is interesting considering the role of P7 in leading a care related service area in that staff have to deal with often very challenging emotional situations in there day to day activities.

### **5.5.7.3: Transactional Leadership behaviours**

#### **5.5.7.31: Contingent reward**

P7 scored just below the benchmark for this factor indicating that she does not tend to rely on rewards as presented earlier. It is less common to have incentives associated with this care service area of the Council.

#### **5.5.7.32: Management-by-Exception (Active)**

P7 scored just above the norm for this factor which suggests that the she may tend to monitor mistakes however these would not appear to be prevalent behaviours.

#### 5.5.7.33: Management-by-exception (Passive)

P7 scored just below the norm which tends to indicate that these behaviours are not prevalent. This again is a fascinating finding considering P7 manages a very sensitive area and any issues that arise around service delivery tend to attract significant media attention. It would be interesting to explore this further with P7 and her group.

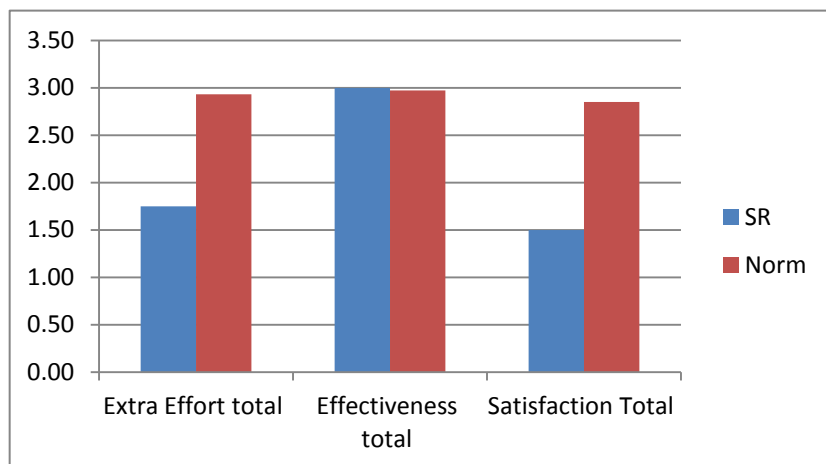
#### 5.5.7.34: Non-Leadership Laissez-faire behaviours

P7 scored just below the norm for this factor which suggests the presence of some Laissez-faire leadership (non-leadership) behaviours but they are commensurate with the norm. This is an interesting finding considering the role and its requirements to meet service user's requirements and Government targets.

#### 5.5.7.4: Outcomes of leadership

The profile of P7 indicates that she was below the norms for extra effort and satisfaction, being only slightly above the norm for effectiveness.

**Figure 5.19: Outcomes of the Leadership Style of P7**



#### 5.5.7.41: Extra effort

P7 scored well below the norm for extra effort which may mean that she lacks the behaviours to raise her group to higher levels of performance. This is interesting considering the role these behaviours are important as they are providing care services to the community often on low pay and working unsocial hours in what can be a very emotionally charged role. P7 will need the behaviours associated with this outcome and Government targets to elevate her staff's performance to meet the challenges that lay ahead.

#### 5.5.7.42: Effectiveness

P7 was just above the norm for effectiveness indicating that she has the capacity to be efficient and satisfy the requirements of the professional members of her group. This is again an important outcome for the Council as the service area is under constant external scrutiny by the regulators.

#### 5.5.7.43: Satisfaction

P7 scored well below the norm for this outcome indicating that she may lack the ability to create satisfaction within her group. This score indicates that she lacks the behaviours associated with this outcome. It would have been interesting to explore this further with P7 and her group.

#### 5.5.7.5: Summary of the profile for P7

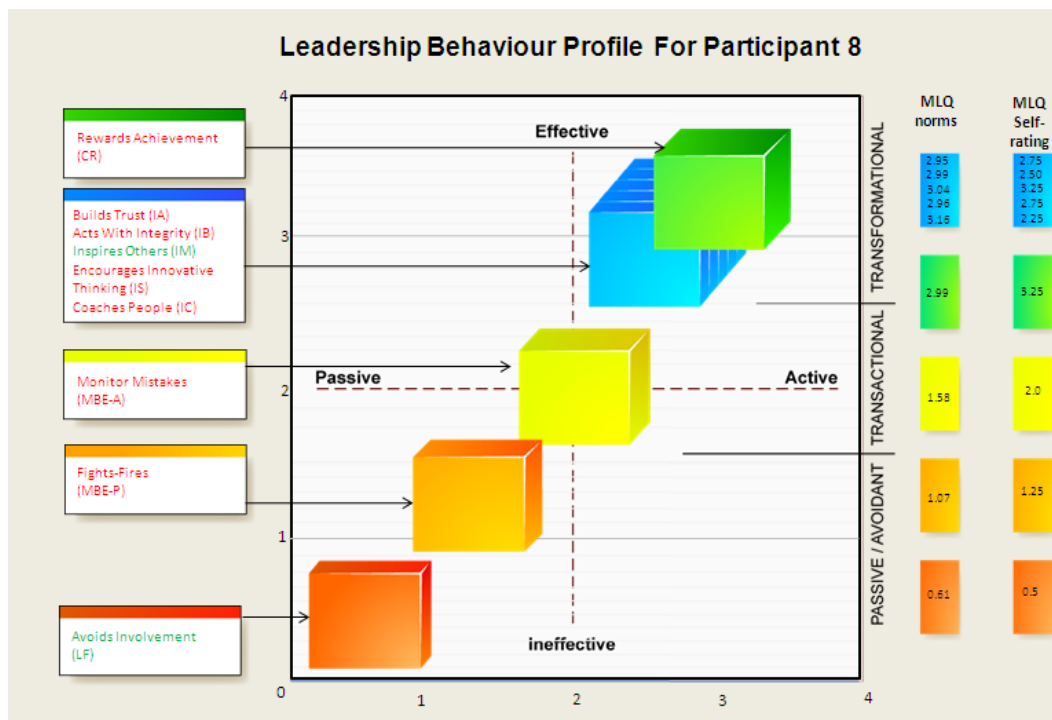
The profile of P7 was near the optimum when compared with nine factor full range leadership model. She exceeds the norms for four of the five transformational factors. She was just above the norm for the transactional factor of Management by Exception (Active) and Laissez-faire behaviours were below the norm.

#### 5.5.8: Participant 8

In relation to the five transformational factors P8 just exceeded the validated norm for three of these factors, Idealized Influence (Attributed), Intellectual Stimulation and Inspirational Motivational and was slightly below for Idealised Influence (Behaviour) and Intellectual Stimulation. In relation to transactional factors he significantly exceeded the norm for Contingent reward and was below the norm for Management-by-Exception (Active) and just above for Management-by-Exception (Passive) behaviours. P8 also possessed some Laissez-faire Leadership (non-leadership) behaviours but these were below the norm.

In relation to effectiveness, satisfaction and extra effort P8 was below the norm and in relation to satisfaction P8 was almost 66% below the norm which again was surprising considering that his service area is very much focussed on providing customer focussed services such as refuse collection, facilities, buildings maintenance and amenity services to the community.

**Figure 5.20: Leadership Behaviour Profile for P8**



### **5.5.8.2: Transformational Factors**

#### **5.5.8 .21: Idealised Influence (Behaviour)**

P8 scored slightly below the norm for this factor which relates to the ability to build trust, inspire authority and pride in his group and the same behaviours as mentioned earlier. This behaviour would be important considering his service area covers many key community services and requires the trust of staff and community residents.

#### **5.5.8 .22: Idealized Influence (attributes)**

P8 scored just above the norm for this factor which identifies leaders who are able to build trust in their followers, tending to inspire power and pride by going beyond their own individual interests and focusing on the interests of the group and of its members. This profile is interesting in that his role is customer facing being responsible for many infrastructure and resident services, which often take a significant amount of time in the planning and development stage and often involving public consultation.

#### **5.5.8 .23: Inspirational Motivational**

P8 scored just above the norm for this factor and indicating the potential to inspire others and the behaviours presented earlier.

#### **5.5.8 .24: Individual Consideration**

P8 scored just above the norm suggesting the ability to coach people. His group is a mix of professionals and unskilled workers and there will be different aspirations related to individual growth. His score for this factor would tend to suggest that he would be supportive of this type of culture in the Council.

#### **5.5.8.25: Intellectually stimulating (IS)**

P8 scored just below the norm for this factor related to having individual reverence to followers and the behaviours presented earlier. This would indicate that P8 has capacity for these behaviours.

### **5.5.8.3: Transactional Leadership behaviours**

#### **5.5.8.31: Contingent reward**

P8 scored significantly above the norm for this factor indicating that he possesses these behaviours as presented earlier. There are financial incentives associated with this service area of the Council based on the completion of agreed objectives several of which are set by National government and WAG. P8 is involved in the development of these objectives and negotiations with staff representatives on the rewards available.

#### **5.5.8.32: Management-by-Exception (Active)**

P8 scored just above the norm for this factor which suggests that the behaviours as mentioned earlier are not prominent prevalent.

#### **5.5.8.33: Management-by-exception (Passive)**

P8 scored above the norm suggesting that he may have a tendency to fight fires in his service area within the organization, being less proactive. This again is a fascinating finding considering many issues that the Council has faced following interventions by the regulators for failing to meet legislative

requirements across the Council related to facilities management and schools. It would be interesting to explore this further with P8 and his group and other stakeholders.

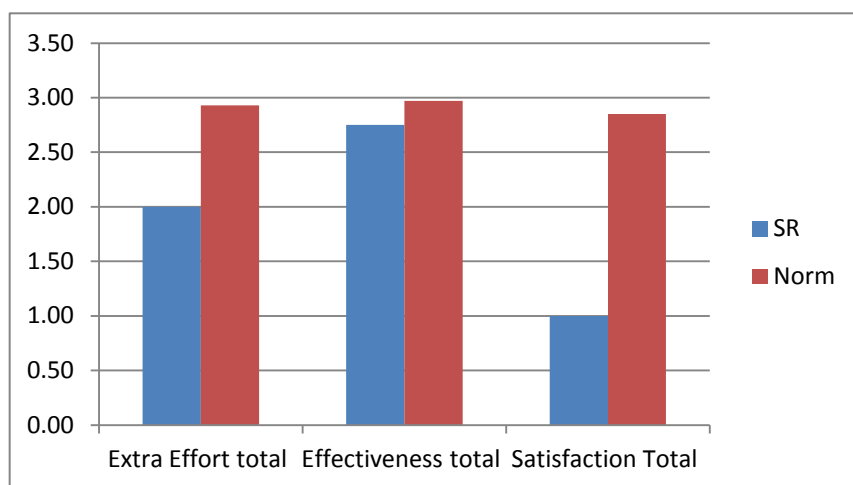
#### **5.5.8.34: Non-Leadership Laissez-faire behaviours**

P8 scored suggests the presence of some Laissez-faire leadership (non-leadership) behaviours but these are comparable with the norm. This is an interesting finding considering the issues stated above and the requirement for his service area requires the delivery of a very diverse range of services to the community and internal stakeholders many with Government targets set. A lack of leadership in the service area P8 is responsible for will have a significant impact on the Council and residents.

#### **5.5.8.4: Outcomes of leadership**

The profile of P8 indicates that he was below the norms for extra effort and effectiveness and was significantly below the norm for satisfaction.

**Figure 5.21: Outcomes of the Leadership Style of P8**



#### **5.5.8.41: Extra effort**

P8 scored well below the norm for extra effort which may indicate that he lacks the behaviours to raise his group to higher levels of performance. This is interesting considering the issues in this service area raised earlier. These behaviours are important as the teams P8 is responsible for are providing essential services to the community, often on low pay and working unsocial hours providing emergency support at times of severe weather conditions. P8 will need to develop these behaviours to elevate his group's performance to meet the challenges that lay ahead.

#### **5.5.8.42: Effectiveness**

P8 was just below the norm for effectiveness indicating that he may lack the capacity to be efficient and satisfy the requirements of the professional members of his group. This is again an important outcome for the Council as the service area is under constant external scrutiny by the regulators and the community.

#### **5.5.8.43: Satisfaction**

P8 scored well below the norm for this outcome indicating that he may lack the ability to create satisfaction within his group; this will be relevant to all group members and arguably more so to the professionals in the group. This score indicates that he lacks the behaviours associated with this



outcome. It would have been interesting to explore this further with P8 and his group including the professional and non-professional staff.

#### 5.5.8.5: Summary of John's profile

The profile for P8 is sub-optimum when compared with nine factor full range leadership model. He exceeds the norm for three of the five transformational factors however when compared with nine factor full range leadership model he also exceeded the norm for two of the three transactional factors.

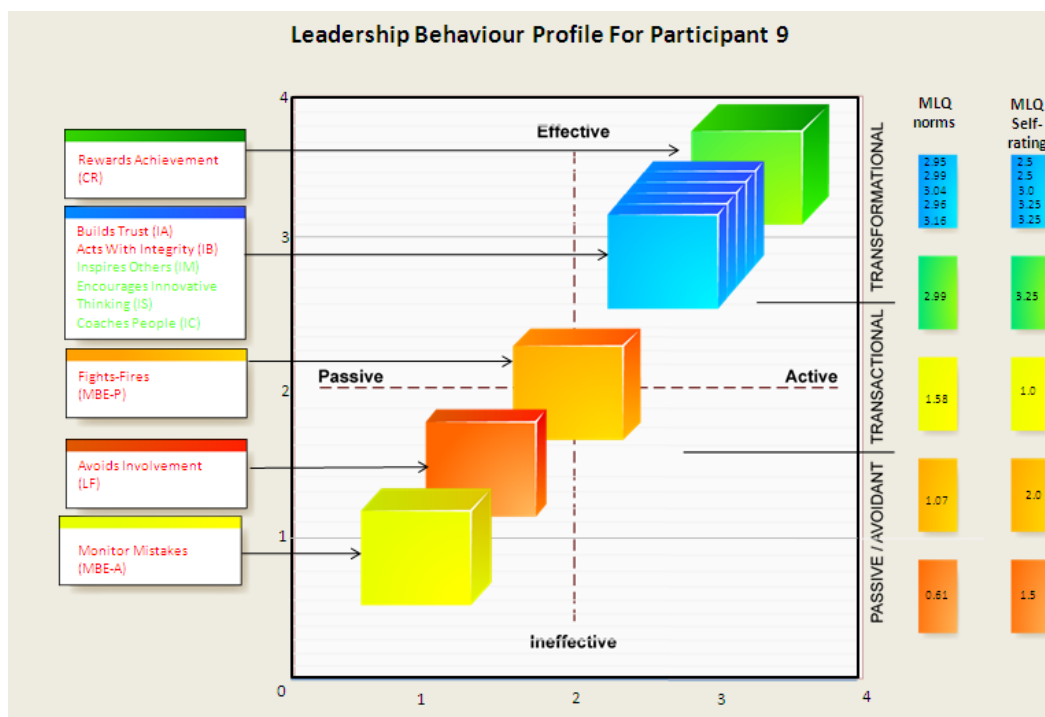
#### 5.5.9: Participant 9

P9 exceeded the validated norm for two of the transformational factors, Individual Consideration and Intellectual Stimulation and equalled the norm for Inspirational Motivational and was slightly below for Idealised Influence (Behaviour) and Idealized Influence (Attributed). In relation to transactional factors he exceeded the norm for Contingent reward and was well below the norm for Management-by-Exception (Active) and well above for Management-by-Exception (Passive) behaviours. P9 also scored well above the norm for Laissez-faire leadership (non-leadership) behaviours.

In relation to effectiveness and satisfaction P9 was well below the norm and in relation to extra effort P9 was just above which was again surprising considering that service area is very much focussed on customer services being head of a service area that provides facilities and services to the community.

The profile for P9 is sub-optimum when considering the full range of leadership styles. He exceeds or equals the norms for three of the five transformational factors; he also exceeds the norm for two of the transactional factors and significantly exceeds the norm for Laissez-faire, non-leadership behaviours.

**Figure 5.22: The Leadership Behaviour Profile for P9**



### **5.5.9.2: Transformational Factors**

#### **5.5.9.21: Idealised Influence (Behaviour)**

P9 scored below the norm for this factor which indicates that he may have less than the optimum ability to build trust in her group, inspire authority and pride in his group and the same behaviours as mentioned earlier. This behaviour would be important as P9 is responsible for service area that serves the whole community and has been and is under a great deal of financial pressure. He has to regularly negotiate very hard to maintain budgetary levels to provide a valuable service to the community but is seen by many as a nice to have as opposed to a must have.

#### **5.5.9.22: Idealized Influence (Attributes)**

P9 scored just below the norm for this factor which identifies leaders who are able to build trust in their followers, tending to inspire power and pride by going beyond their own individual interests and focusing on the interests of the group and of its members. This profile is interesting considering his role; arguably all of these behaviours will be required to maintain budgets and continue to provide the existing levels of service which are under continuous pressure to be reduced.

#### **5.5.9.23: Inspirational Motivational**

P9 scored the same as the norm for this factor indicating the potential to inspire others and the behaviours presented earlier.

#### **5.5.9.24: Individual Consideration**

P9 scored higher than the norm suggesting the ability to coach people. His score on this factor would suggest that he would be supportive of individual growth and again this score would tend to suggest that he would be supportive of this type of culture in the Council.

#### **5.5.9.25: Intellectually stimulating (IS)**

P9 scored above the norm suggesting the possession of individual reverence to followers and the behaviours presented earlier.

### **5.5.9.3: Transactional Leadership behaviours**

#### **5.5.9.31: Contingent reward**

P9 scored above the benchmark for this factor indicating that he possesses these behaviours, as presented earlier. It is less common to have incentives associated with this service area of the Council. He may reward his group using other behaviours associated with this factor.

#### **5.5.9.32 Management-by-Exception (Active)**

P9 scored below the norm for this factor which suggests that the behaviours as mentioned earlier and are not prevalent.

#### **5.5.9.33 Management-by-Exception (passive)**

P9 scored well above the norm suggesting that he may have the tendency to fight fires in his service area within the organization, being less proactive. It would be interesting to explore this further with P9 and his group.

#### **5.5.9.34: Non-leadership Laissez-faire behaviours**

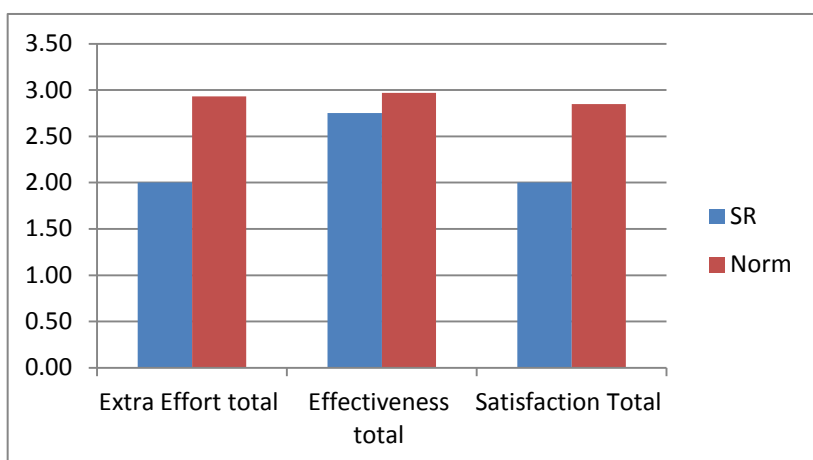
P9 scored well above the norm for this factor which suggests the presence of Laissez-faire leadership (non-leadership) behaviours. This is an interesting finding considering the role and the requirements to meet service user's expectations and would be interesting to explore further with P9 and his group.

There is tangible evidence to support these behaviours within his service area; there are significant failings related to the requirement to carry out safety critical inspections, testing and maintenance. P9 has been aware of these shortcomings for a number of years yet he has failed to respond. P9 finally took the lead on these issues following a damning report from the Occupational Health and Safety unit highlighting the problems was presented to the Board. The fact that he was hauled in front of the Board to explain these issues and agree a course of action raises several questions as to why he had not acted earlier. Was it related to budgetary issues, fear of raising the issue with senior management, complacency or just apathy? Whatever the reason; this display of Laissez-faire leadership behaviour exposed the staff, the community and organisation to unacceptable levels of risk.

#### 5.5.9.4: Outcomes of Leadership

The profile of P9 was below the norms for extra effort, effectiveness and satisfaction.

**Figure 5.23: Outcomes of Dailey's Leadership Style of P9**



##### 5.5.9.41: Extra effort

P9 scored below the norm for extra effort which suggests that may not possess the behaviours to raise his group to higher levels of performance. This is interesting considering the role, these behaviours are important as the group are providing services to the whole community often on low pay and working unsocial hours. P9 will need the behaviours associated with this outcome to elevate his group's performance to meet the challenges that lay ahead.

##### 5.5.9.42: Effectiveness

P9 scored well below the norm for effectiveness indicating that he may lack the capacity to be efficient and satisfy the requirements of the members of his group. This is again an important outcome for the Council as the service area is under constant external scrutiny by the regulators and service units.

##### 5.5.9.43: Satisfaction

P9 scored well below the norm for this outcome indicating that he may lack the ability to create satisfaction within his group. This score indicates that he lacks the behaviours associated with this outcome. It would have been interesting to explore this further with and his group.

#### 5.5.9.5: Summary of the profile for P9

The profile for P9 is sub-optimum when compared with nine factor full range leadership model. He exceeds or equals the norms for three of the five transformational factors; he also exceeds the norms for two of the transactional factors and significantly exceeds the norm for Laissez-faire non-leadership

behaviours. This is interesting finding as there are significant failings in relation to statutory testing and inspection requirements in the service area which P9 is responsible for and has known about for some time and failed to implement remedial actions.

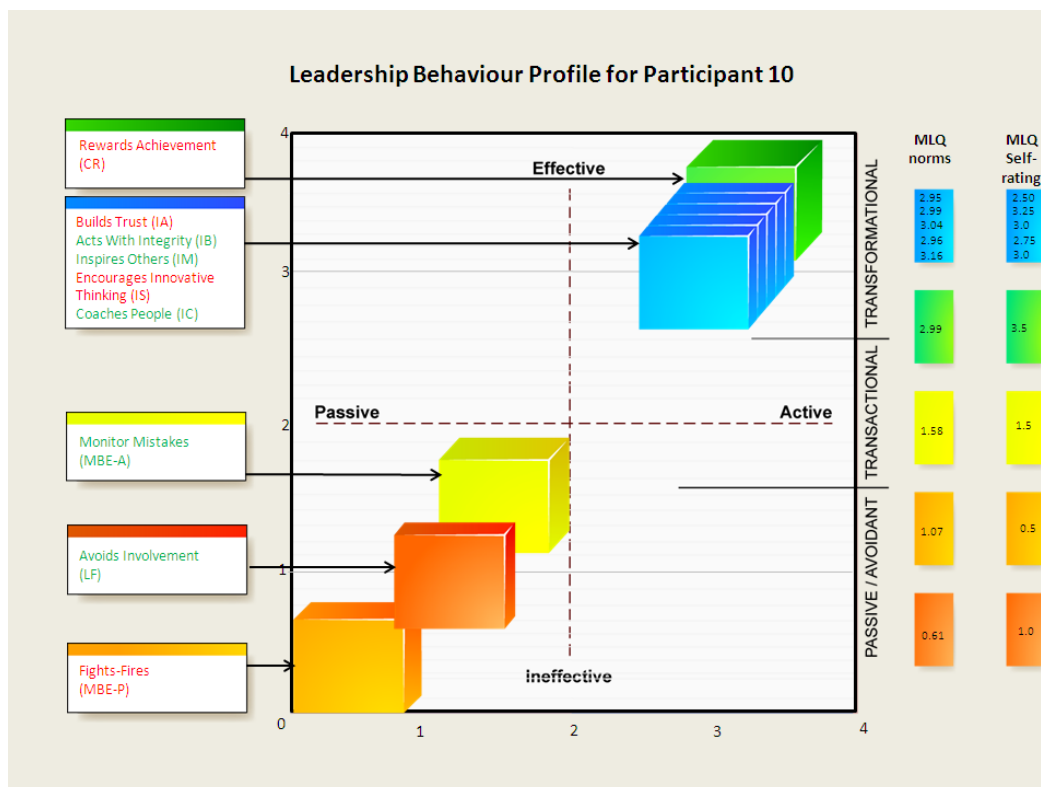
#### 5.5.10: Participant 10

P10 exceeded the validated norm for two of the transformational factors, Individual Consideration and Idealised Influence (Behaviour) and equalled the norm for Inspirational Motivational. He was slightly below for Idealized Influence (Attributed) and Intellectual Stimulation. In relation to transactional factors he exceeded the norm for Contingent reward and was well below the norm for both Management-by-Exception (Active) and Management-by-Exception (Passive) behaviours. P10 scored just above the norm for Laissez-faire leadership (non-leadership) behaviours.

In relation to effectiveness, satisfaction and extra effort, P10 was below the norm in relation to all of these. This is again surprising considering that P10 service area is very much customer focussed, being responsible for housing and public protection services for the community.

The profile for P10 is sub-optimum when considering the full range of leadership styles. He exceeds the norms for three of the five transformational factors and he also exceeds the norm for two of the transactional factors and he scored above the norm for Laissez-faire non-leadership behaviours.

**Figure 5.24: Leadership Behaviour Profile for P10**



### **5.5.10.2: Transformational Factors**

#### **5.5.10.21: Idealised Influence (Behaviour)**

P10 scored above the norm for this factor which indicates that he has the ability to build trust in his group, inspire authority and pride in her group and the same behaviours as mentioned earlier. This behaviour would be important considering the area P10 is responsible for, as it is community facing and highly regulated with national targets imposed by National government and WAG.

#### **5.5.10.22: Idealized Influence (Attributes)**

P10 scored just below the norm for this factor which identifies leaders who are able to build trust in their followers, tending to inspire power and pride by going beyond their own individual interests and focusing on the interests of the group and of its members. This profile is interesting considering P10 is responsible for the only group in the Council to achieve 'Investor In People' status which required significant effort from the group, in addition to their day to day work for no extra individual reward other than department recognition. An interesting observation related to this factor is that the group that P10 leads has frequently been under the management spotlight for failing to meet externally imposed targets.

#### **5.5.10.23: Inspirational Motivational**

P10 scored exactly the same as the norm for this factor indicating the potential to inspire others and the behaviours presented earlier.

#### **5.5.10.24: Individual Consideration**

P10 scored higher than the norm suggesting the ability to coach people. His score on this factor would suggest that he would be supportive of individual growth and again this score would tend to suggest that he would be supportive of this type of culture in the Council. In relation to this dimension it is interesting to note that P10 is one of the longest serving participants and has spent all his working life working in a Council setting and having worked with P10 the score on this factor is not a surprise to the researcher and it would be fascinating to see what the group would rate him for this factor.

#### **5.5.10.25: Intellectually stimulating (IS)**

P10 scored just below the norm suggesting the possession of individual reverence to followers and the behaviours presented earlier. Again this is interesting as P10 leads a group of professionals who again are often faced with challenging and at times confrontational situations as part of their day to day work.

### **5.5.10.3: Transactional Leadership behaviours**

#### **5.5.10.31: Contingent reward**

P10 scored well above the bench mark for this factor indicating that he possesses these behaviours as presented earlier. It is less common to have incentives associated with this service area of the Council. As mentioned targets that have been set for his service have failed to be achieved on several occasions and it would be interesting to explore this dimension in more detail.

#### **5.5.10.32: Management-by-Exception (Active)**

P10 scored well below the norm for this factor which suggests that the behaviours as mentioned earlier are less prevalent. Again an interesting finding considering the issues of failing to meet targets as mentioned earlier.

#### 5.5.10.33: Management-by-exception (Passive)

P10 scored well below the norm suggesting that his tendency to fight fires is less prevalent, with behaviours that are more proactive. This tends to contradict some of the scores for the other factors and also the issues around failing to meet targets etc. which would arguably suggest a more reactive approach. It would be interesting to explore this further with P10 and his group.

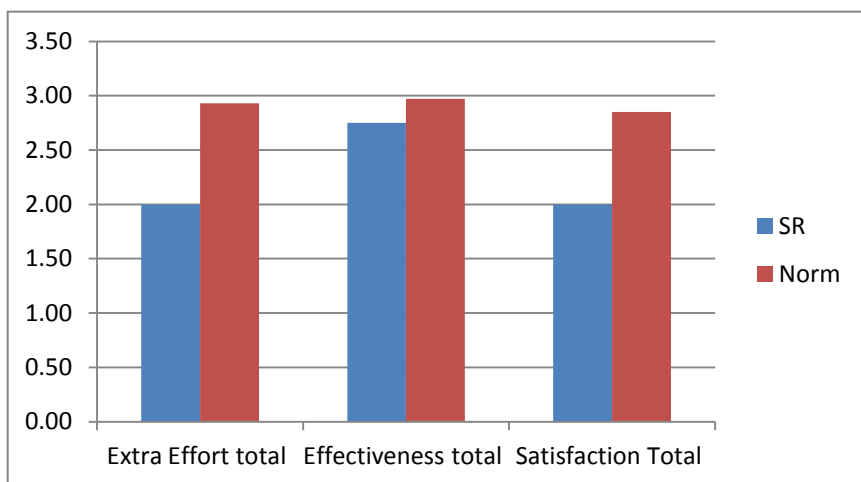
#### 5.5.10.34: Non-Leadership Laissez-faire behaviours

P10 scored above the norm for this factor and suggests the absence of Laissez-faire leadership (non-leadership) behaviours that may be evidenced by the unit repeatedly in the failing to achieve targets.

#### 5.5.10.4: Outcomes of Leadership

The profile of P10 was below the norms for extra effort, effectiveness and satisfaction.

**Figure 5.25: Outcomes of the Leadership Style of P10**



#### 5.5.10.41: Extra effort

P10 scored well below the norm for extra effort which may mean that he lacks the behaviours to raise his group to higher levels of performance. This is interesting considering the issues related to meeting targets as mentioned earlier. P10 will need the behaviours associated with this outcome to ensure that his group achieves the existing targets set and to elevate his staff's performance to meet the challenges of meeting future targets with what could possibly be less resource.

#### 5.5.10.42: Effectiveness

P10 was just below the norm for effectiveness indicating that he has the capacity to be efficient and satisfy the requirements of the group he leads. This is again interesting considering the issues mentioned in this group's performance in achieving targets.

#### 5.5.10.43: Satisfaction

P10 scored well below the norm for this outcome indicating that he may lack the ability to create satisfaction within his group. This score indicates that he lacks the behaviours associated with this outcome. Again an interesting outcome considering the issues related to performance raised in this service area.

#### 5.5.10.5: Summary of the profile of P10

The profile of P10 is sub-optimum when compared with nine factor full range leadership model. He exceeds the norm for three of the five transformational factors and he also exceeded the norms for two of the transactional factors. P10 scored high for Laissez-faire non-leadership behaviours. This is again interesting this service area has regularly failed to meet national performance targets.

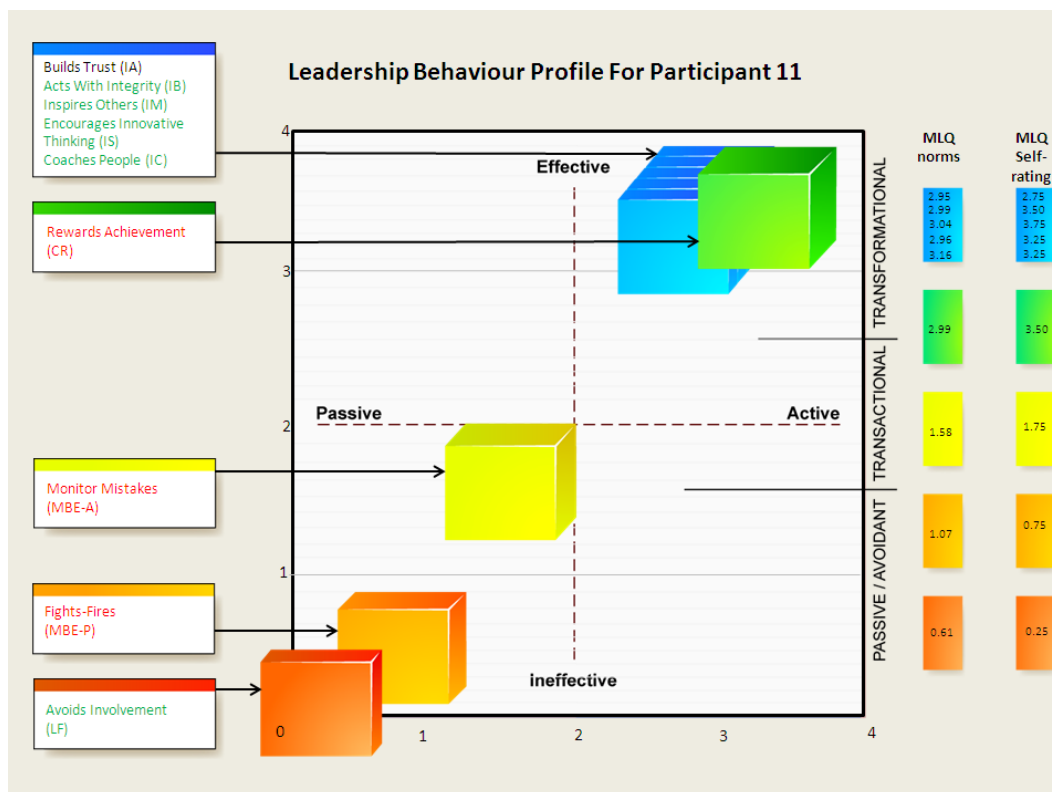
#### 5.5.11: Participant 11

In relation to the five transformational factors P11 exceeded the validated norm for these factors. In relation to transactional factors he exceeded the norm for Contingent reward was below the norm for Management-by-Exception (Active) and Management-by-Exception (Passive) behaviours. In relation to non-leadership it was interesting to note that that he was well below the norm only just registering Laissez-faire Leadership (non-leadership) behaviours.

In relation to extra effort and satisfaction the profile for P11 identified that these were both just above the norm and effectiveness being almost 25% above.

The profile for P11 is near optimum for transformational and transactional behaviours with the exception of contingent reward. He exceeds the norms for the five transformational factors. He is below the norm for two of the three transactional factors with the exception of contingent reward for which he significantly exceeds the norm and Laissez-faire non-leadership behaviours were only just evidenced.

**Figure 5.26: Leadership Behaviour Profile for P11**



#### **5.5.11.2: Transformational Factors**

##### **5.5.11.21: Idealised Influence (Behaviour)**

P11 scored above the norm for this factor which indicates that he has the ability to build trust, inspire authority and pride in his group and the same behaviours as mentioned earlier. This behaviour would be important considering his service area is very strategic and requires many years on projects involving multiple stakeholders including professional staff, WAG, the community and the community often involving protracted contract and public consultations.

##### **5.5.11.22: Idealized Influence (Attributes)**

P11 scored just above the norm for this factor which identifies leaders who are able to build trust in their followers, tending to inspire power and pride by going beyond their own individual interests and focusing on the interests of the group and of its members. This profile is interesting considering the majority of the group that P11 leads are very highly qualified professionals.

##### **5.5.11.23: Inspirational Motivational**

P11 scored much higher than the norm for this factor and indicating the potential to inspire others and the behaviours presented earlier. As mentioned this will be an important behaviour consider the group that P11 leads, many of them are highly paid, however paid less than their counter parts in the private sector and motivating his group in these challenging times will be a very important behaviour.

##### **5.5.11.24: Individual Consideration**

P11 scored higher than the norm suggesting the ability to coach people. This again will arguably be important considering the group P11 leads which includes ambitious professionals. The high score on this factor would suggest that he would be supportive of individual growth and again this score would tend to suggest that he would be supportive of this type of culture in the Council.

##### **5.5.11.25: Intellectually stimulating (IS)**

P11 scored just above the norm suggesting the possession of individual reverence to followers and the behaviours presented earlier. Again this is interesting considering the group of professionals that P11 leads, many of whom are highly qualified and ambitious young professional engineers.

#### **5.5.11.3: Transactional Leadership behaviours**

##### **5.5.11.31: Contingent reward**

P11 scored above the norm for this factor indicating that he is likely to display these behaviours as presented earlier. It is not uncommon to have many incentives associated with this service area of the Council including financial and promotion to higher grades.

##### **5.5.11.32: Management-by-Exception (Active)**

P11 scored well below the norm for this factor which suggests that the behaviours as mentioned earlier are less prevalent.

##### **5.5.11.33: Management-by-exception (Passive)**

P11 scored below the norm suggesting that his tendency to fight fires is less prevalent, being more proactive.



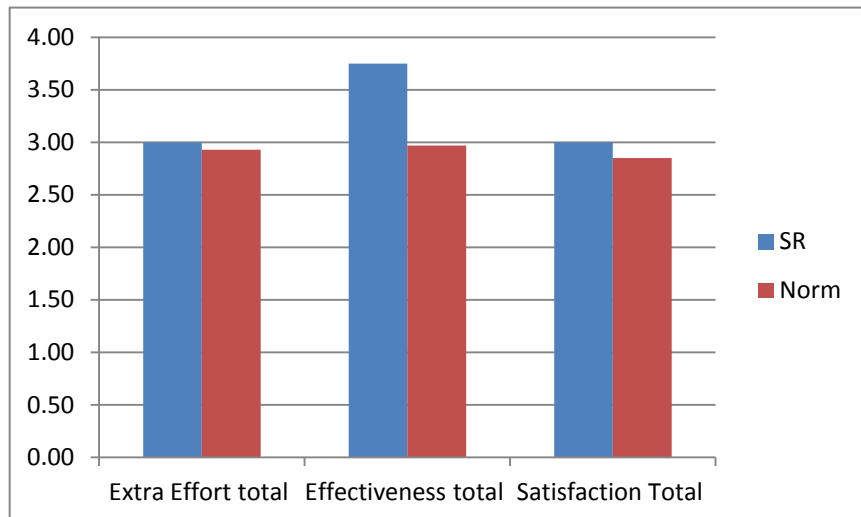
#### 5.5.11.34: Non-Leadership Laissez-faire behaviours

P11 was well below the norm for this factor only just registering, which suggests that only the occasional presence of Laissez-faire leadership (non-leadership) behaviours.

#### 5.5.11.4: Outcomes of leadership

The profile for P11 was just above the norms for extra effort and satisfaction and was well above the norm for effectiveness.

**Figure 5.27: Outcomes of Leadership Style of P11**



#### 5.5.11.41: Extra effort

P11 scored just above the norm for extra effort which indicates the presence of the behaviours to raise his group to higher levels of performance.

#### 5.5.11.42: Effectiveness

P11 scored well above the norm for effectiveness indicating that he has the capacity to be efficient and satisfy the requirements of the professional members of his group which will be important as the majority of the group are professional engineers. This is again an important outcome for the Council as the service area is under constant external scrutiny by the WAG.

#### 5.5.11.43: Satisfaction

P11 scored just below the norm for this outcome indicating that he has the behaviours to create satisfaction within his group.

#### 5.5.11.5: Summary of the profile of P11

The profile of P11 was near optimum when compared with nine factor full range leadership model, with only contingent reward being significantly above the norm. This is indicative of an over reliance of rewards to achieve outcomes. This is interesting as P11 leads a service area which has many professional staff working in the unit and has and is still finding it very difficult to recruit and retain staff. It may be that P11 believes that there have to be rewards in order to motivate these staff.

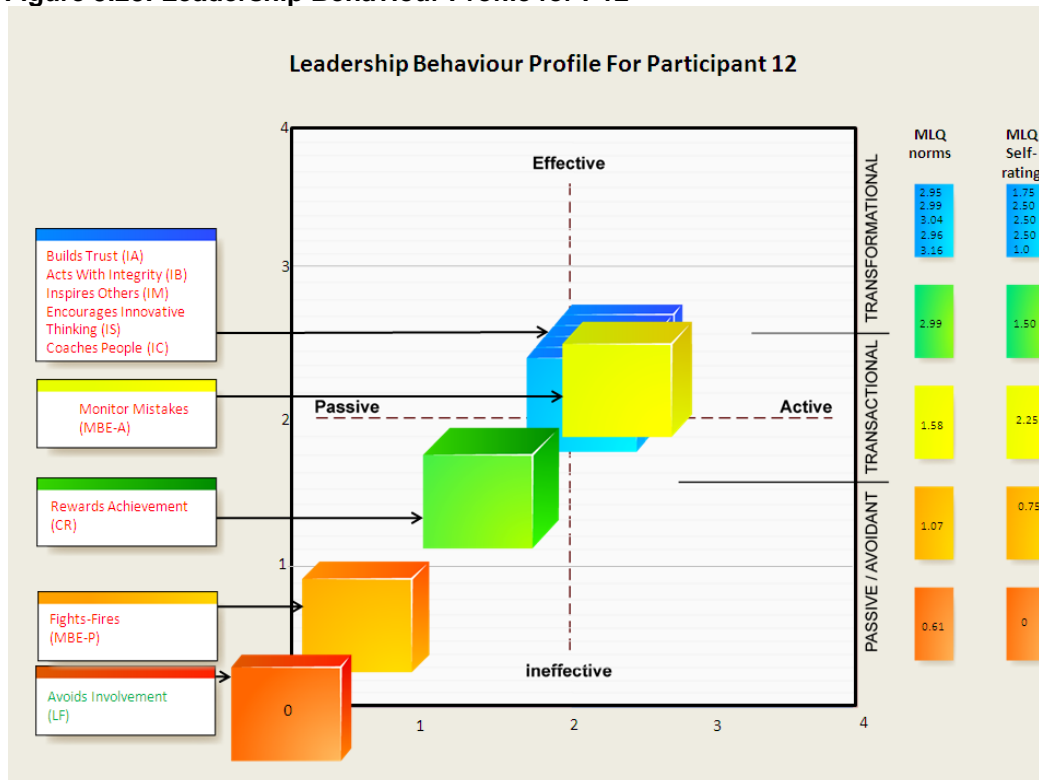
#### 5.5.12: Participant 12

The profile of P12 was interesting in that for transformational and transactional factors she was below the norm in all factors. Especially individual consideration and contingent reward where she was

almost 50% below. There was also an absence of Laissez-faire leadership (non-leadership) behaviours. P12 was also well below the benchmark for extra effort, effectiveness and especially satisfaction. This is very interesting considering that P12 has been an Elected Member representing the community for 10 years.

The profile of P12 is sub-optimum when considering the full range of leadership styles. She is below the norm for all of the transformational factors; however she was also below the norm for the three transactional factors and Laissez-faire non-leadership behaviours were absent which has resulted in a most peculiar profile.

**Figure 5.28: Leadership Behaviour Profile for P12**



## 5.5.12.2: Transformational Factors

### 5.5.12.21: Idealised Influence (Behaviour)

P12 scored below the norm for this factor, which suggests that she may possibly have the ability to build trust in her group, inspire authority and pride in her group and the same behaviours as mentioned earlier. The behaviours associated with this dimension would be important to P12 as she is an Elected Member with many years' service to the Council and community and has been involved in many public consultations and was previously a Board member. These behaviours are also important considering she is an influential member of a committee concerned with staff and community welfare including psychological wellbeing of staff which is an area of concern for the Council as mentioned earlier.

### 5.5.12.22: Idealized Influence (Attributes)

P12 scored well below the norm for this factor which identifies leaders who are able to build trust in their followers, tending to inspire power and pride by going beyond their own individual interests and focusing on the interests of the group and of its members. This profile is interesting considering one of

the group that P12 has led has just achieved a national award and she is well thought of as an Elected Member who gets results. It would be interesting to explore this further with group members rating her.

#### **5.5.12.23: Inspirational Motivational**

P12 scored below the norm for this factor which would arguably indicate the potential to inspire others and the behaviours presented earlier may be less prevalent. As above it would be interesting to explore this further with group members rating P12.

#### **5.5.12.24: Individual Consideration**

P12 scored well below the norm suggesting the absence of the behaviours associated with this dimension. Again this is a surprise to the researcher as P12 is a very considerate Elected Member who does a great deal of proactive work for the community and staff. As above it would be interesting to explore group ratings on this dimension for P12.

#### **5.5.12.25: Intellectually stimulating (IS)**

P12 scored below the norm suggesting the possession of individual reverence to followers and the behaviours presented earlier are not prevalent. Again this is interesting considering P12 role as a long standing Elected Member.

### **5.5.12.3: Transactional Leadership behaviours**

#### **5.5.12.31: Contingent reward**

P12 scored well below the benchmark for this factor indicating that the presence of behaviours associated with this factor is less prevalent. It is less common to have incentives associated with the portfolios that P12 is responsible for.

#### **5.5.12.32: Management-by-Exception (Active)**

P12 scored just below the norm for this factor which suggests that the behaviours as mentioned earlier are present but not prevalent.

#### **5.5.12.33: Management-by-exception (Passive)**

P12 scored just below the norm suggesting that she may have a tendency to fight fires in relation to issues in the portfolio's she is responsible for, being less proactive. This again is a fascinating finding considering that in the experience of the researcher this is not the case with P12 being the most proactive Elected Member that he has worked with in the Council, being highly thought of by staff the community and staff representatives.

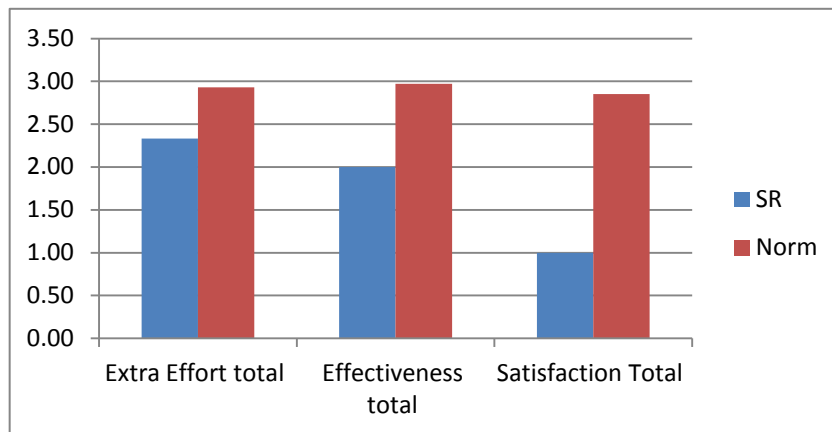
#### **5.5.12.34: Non-Leadership Laissez-faire behaviours**

P12 did not score for this factor which suggests the absence of Laissez-faire leadership (non-leadership) behaviours. This is an interesting finding considering the scores for the other factors and one that the researcher can definitely personally attest to, P12 is most definitely not an absent leader.

### **5.5.12.4: Outcomes of Leadership**

The profile of P12 was below the norms for extra effort and effectiveness and was significantly below the norms for satisfaction.

**Figure 5.29: Outcomes of Leadership Style of P12**



#### **5.5.12.41: Extra effort**

P12 scored below the norm for extra effort, which may mean that she lacks the behaviours to raise her group to higher levels of performance. This is interesting considering the researchers own experience of working with P12 and again it would be interesting to investigate further.

#### **5.5.12.42: Effectiveness**

P12 was well below the norm for effectiveness indicating that she may not possess the behaviours to be efficient and satisfy the requirements of the professional members of her group. This is again an interesting finding and not the experience of the researcher so further investigation with group members would be very interesting.

#### **5.5.12.43: Satisfaction**

P12 scored well below the norm for this outcome indicating that she may lack the ability to create satisfaction within her group. This score again is not the experience of the researcher as all the groups that he has worked with P12 on are well supported by staff and have achieved the desired outcomes, one even achieved a significant national award mentioned earlier, which was very satisfying for the entire group.

#### **5.5.12.5: Summary of the profile of P12**

The profile of P12 is sub-optimum when compared with nine factor full range leadership model. She is below the norm for all of the transformational factors; however she was also below the norm for the three transactional factors also and Laissez-faire non-leadership behaviours were not identified. This is interesting in these are definitely not the behaviours that the researcher would associate with P12, in fact they are quite the opposite. This is the first time that this has really been the case when reviewing the MLQ (5x) profiles.

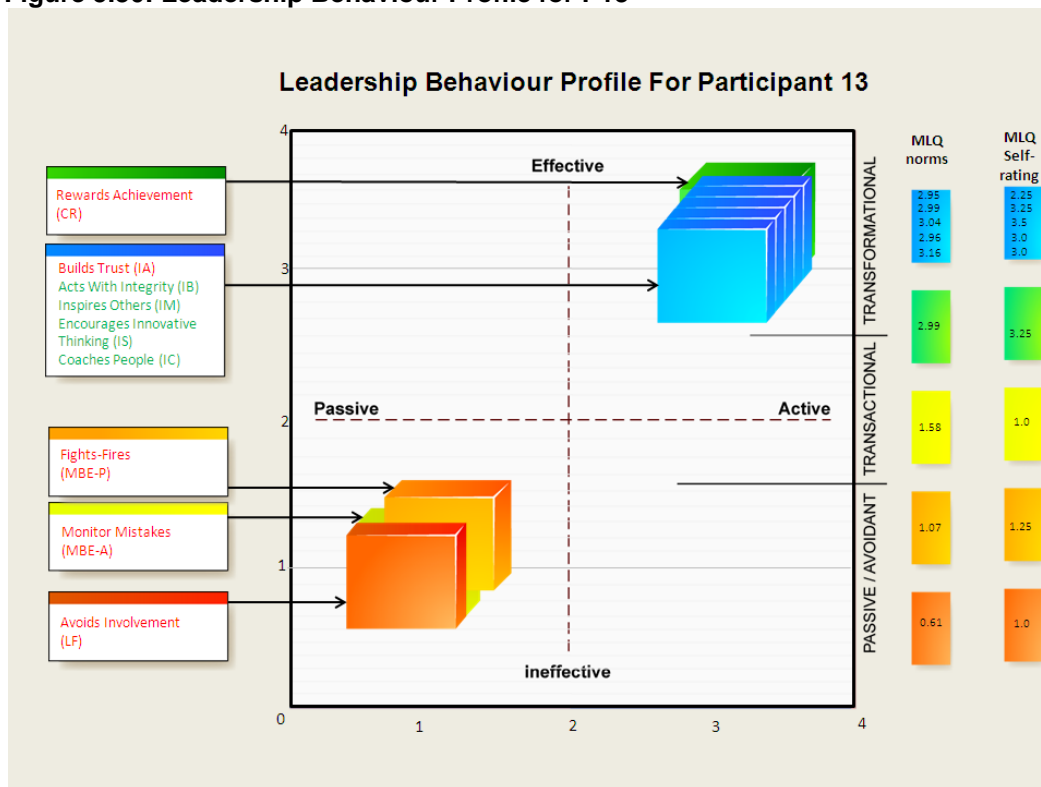
#### **5.5.13: Participant 13**

In relation to the five transformational factors, P13 exceeded the validated norm for four of these and was slightly below the norm for Idealized Influence (Attributed). In relation to transactional factors he exceeded the norm for Contingent reward and was just above this for Management-by-Exception (Passive), he was below the norm for Management-by-Exception (Active). He also exceeded the norm for the Laissez-faire leadership (non-leadership) factor.

In relation to extra effort, effectiveness and satisfaction the profile of P13 identified that these were below the norm especially satisfaction which was almost 50% below the norm. As P13 is effectively the definitive leader of the Council this is again surprising.

The profile of P13 is sub-optimum when considering the full range of leadership behaviours. He exceeds the norms for four of the five transformational factors and he also exceeds the norm for two of the three transactional factors and also for the Laissez-faire non-leadership behaviour.

**Figure 5.30: Leadership Behaviour Profile for P13**



### 5.5.13.2: Transformational Factors

#### 5.5.13.21: Idealised Influence (Behaviour)

P13 scored slightly above the norm for this factor which indicates that he has the ability to build trust, inspire authority and pride in his group and the same behaviours as mentioned earlier. This behaviour would be important considering he is in effect the leader of the Council and is often required to take difficult decisions that have an impact on the staff and the community. For example reducing staff numbers or closing schools which can be best described as emotionally challenging for all parties staff and members of the community alike. Another essential requirement of the role is to negotiate very hard to maintain budgetary levels with WAG to ensure that the Council can still provide services at a time which appears to be continually requiring efficiency savings and cuts to budgets and at the same time as increasing service user expectations.

#### 5.5.13.22: Idealized Influence (attributes)

P13 scored just below the norm for this factor which identifies leaders who are able to build trust in their followers, tending to inspire power and pride by going beyond their own individual interests and

focusing on the interests of the group and of its members. This profile is interesting considering his role at a time of almost continuous restructuring across the Council for several years.

#### **5.5.13.23: Inspirational Motivational**

P13 scored well above the norm for this factor and indicating the potential to inspire others and the behaviours presented earlier. This is arguably a very important behaviour for someone in his position.

#### **5.5.13.24: Individual Consideration**

P13 scored just above the norm suggesting the ability to coach people. His score on this factor would suggest that he would be supportive of individual growth and again this score would tend to suggest that she would be supportive of this type of culture in the Council. This arguably is very important behaviour, considering the changes that have taken place and are likely with the challenges that the Council, its management and Elected Members face.

#### **5.5.13.25: Intellectually stimulating (IS)**

P13 scored well above the norm suggesting the possession of individual reverence to followers and the behaviours presented earlier. Again this is interesting considering his role in leading the Council and interaction with external bodies for example the WLGA, where he represents the Council.

### **5.5.13.3: Transactional Leadership behaviours**

#### **5.5.13.31: Contingent reward**

P13 scored just above the benchmark for this factor indicating that he possesses these behaviours as presented earlier. P13 will be continually involved in negotiating incentives used across the Council in his role, so these behaviours are not unexpected. However there is arguably evidence of the negative issues associated with these behaviours across the Council.

#### **5.5.13.32: Management-by-Exception (Active)**

P13 scored well below the norm for this factor which suggests that the behaviours as mentioned earlier are less prevalent.

#### **5.5.13.33: Management-by-exception (Passive)**

P13 scored just above the norm suggesting that he may have a tendency to fight fires, being less proactive. This again is a fascinating finding considering his leadership role and the fact that several important issues have not been addressed for some time such as job evaluation failing to meet targets, statutory testing and inspection etc. It would be interesting to explore this further with P13 and his group.

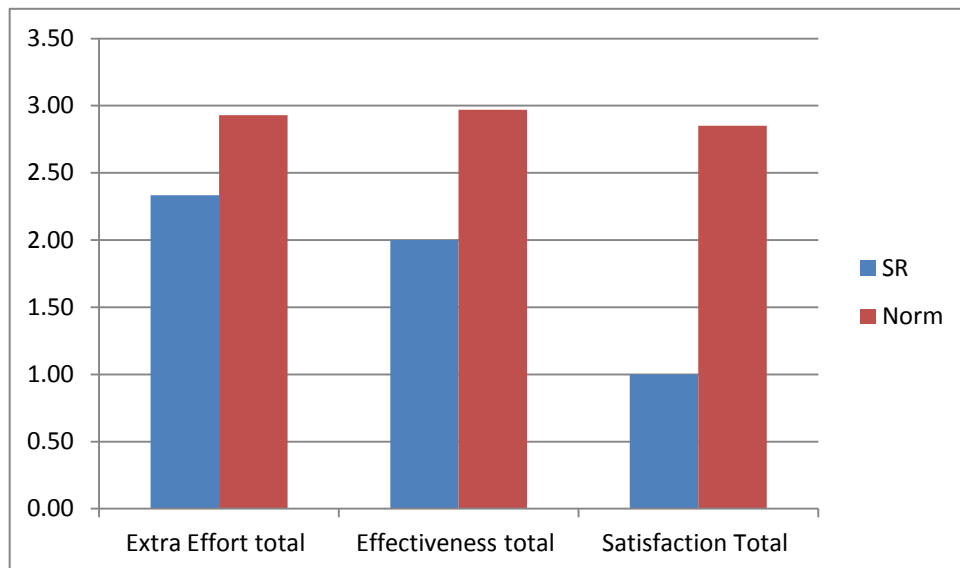
#### **5.5.13.34: Non-Leadership Laissez-faire behaviours**

P13 scored above the norm for this factor which suggests the presence of Laissez-faire leadership (non-leadership) behaviours. This is an interesting finding considering the strategic nature of the role and the requirements to meet all statutory and service user's requirements and targets and also relates to the previous comments around issues not being addressed.

### **5.5.13.4: Outcomes of Leadership**

The profile of P13 was below the norms for extra effort and effectiveness and was significantly below the norms for satisfaction.

**Figure 5.31: Outcomes of the Leadership Style of P13**



#### **5.5.13.41: Extra effort**

P13 scored below the norm for extra effort which may mean that he lacks the behaviours to raise his group to higher levels of performance. This is interesting considering the role these behaviours are important if the Council is to meet existing and future expectations of the community, National government and WAG to elevate his group's performance to meet the challenges that lay ahead.

#### **5.5.13.42: Effectiveness**

P13 was below the norm for effectiveness indicating that he may lack the capacity to be efficient and satisfy the requirements of the members of his group. This is again an important outcome for the Council as his group are the most senior officers of the Council and are always under scrutiny by the community and regulators.

#### **5.5.13.43: Satisfaction**

P13 scored well below the norm for this outcome indicating that he may lack the ability to create satisfaction within his group. This score indicates that he lacks the behaviours associated with this outcome. It would have been interesting to explore this further with P13 and the Executive and senior management groups that he leads.

#### **5.5.13.5: Summary of the profile for P13**

The profile of P13 is sub-optimum when compared with nine factor full range leadership model. He exceeds the norms for four of the five transformational factors, however he also exceeds the norm for two of the three transactional factors and significantly so for contingent reward and by some margin for the Laissez-faire non-leadership behaviour. This is interesting in that effectively P13 leads the Council, which is failing to deliver against National targets, HR and other projects and has a major problem with sickness, absence and stress in many areas across the Council. This despite the fact that he has been in post for four years and initiated a major restructuring process that has is in effect continued and is still continuing. All of these arguably present P13 in a less than favourable light and paints a picture of the Council as a moribund organisation.

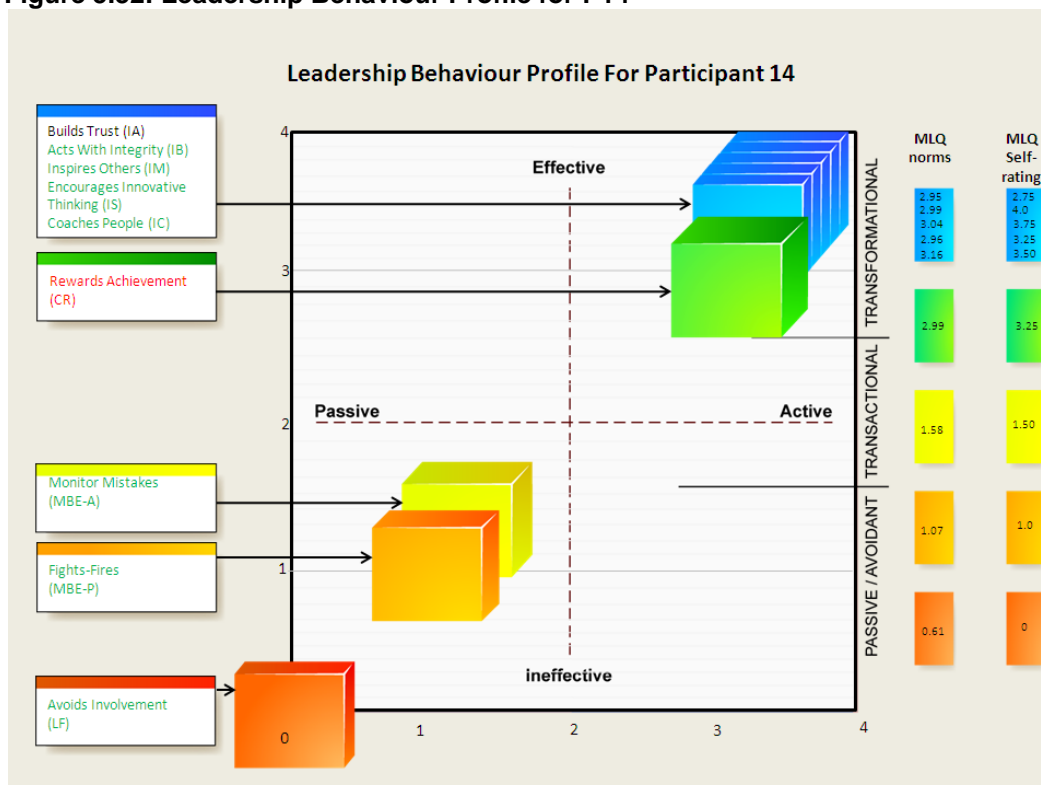
#### 5.5.14: Participant 14

P14 exceeded the norm for all the transformational factors and was well above the norm for Inspirational Motivational, Individual Consideration and Idealised Influence (Behaviour). In relation to transactional factors the responses gave a profile that was below norm for contingent reward and was below this for Management-by-Exception (Passive) and Management-by-Exception (Active). There were no Laissez-faire leadership (non-leadership) behaviours identified in his response. Therefore his profile was the optimum for the full range of transformational leadership behaviours.

The responses of P14 for extra effort, effectiveness and satisfaction were all above the norm with extra effort being almost 25% above. These are interesting although not really a surprise to the researcher. P14 has been a lifelong trade unionist, local and national political activist serving his trade unions members and community voluntarily. On analysis of P14 responses the factors were clearly identified and it was very interesting to see the full range leadership profile for a senior staff representative so clearly demonstrating a transformational profile and exceeding the norm for satisfaction, extra effort and effectiveness with a complete absence of non-leadership behaviours.

The profile of P14 is optimum for the full range of leadership styles exceeding the norm for the five transformational factors and below for the transactional factors with the absence of non-leadership behaviours.

**Figure 5.32: Leadership Behaviour Profile for P14**





#### **5.5.14.2: Transformational Factors**

##### **5.5.14.21: Idealised Influence (Behaviour)**

P14 scored well above the norm for this factor which indicates that he has the ability to build trust in his group, inspire authority and pride in his group and the same behaviours as mentioned earlier. This behaviour would be important considering he is a senior staff representative and Chairman on many Council wide committees. In his role as a staff representative he has to negotiate very hard locally and nationally on such issues as pay settlements, terms and conditions and job reductions involving his members.

##### **5.5.14.22: Idealized Influence (attributes)**

P14 scored just above the norm for this factor which identifies leaders who are able to build trust in their followers, tending to inspire power and pride by going beyond their own individual interests and focusing on the interests of the group and of its members. This profile is interesting considering his role as a senior staff representative and his life long political career. Arguably all of these behaviours would be required to serve the trade union members and community above his own self interests.

##### **5.5.14.23: Inspirational Motivational**

P14 scored much higher than the norm for this factor and indicating the potential to inspire others and the behaviours presented earlier. As a senior staff representative and considering his political career this may not be surprising to some colleagues.

##### **5.5.14.24: Individual Consideration**

P14 scored just above the norm suggesting the ability to coach people. Considering his role and career, together with this score on would suggest that he is supportive of individual growth and would be supportive of this type of culture in the Council.

##### **5.5.14.25: Intellectually stimulating (IS)**

P14 scored just well above the norm suggesting the possession of individual reverence to followers and the behaviours presented earlier.

#### **5.5.14.3: Transactional Leadership behaviours**

##### **5.5.14.31: Contingent reward**

P14 scored just above the benchmark for this factor indicating that he possesses these behaviours as presented earlier. It is not common to have incentives associated with his role.

##### **5.5.14.32: Management-by-Exception (Active)**

P14 scored well below the norm for this factor which suggests that the behaviours as mentioned earlier are less prevalent.

##### **5.5.14.33: Management-by-exception (Passive)**

P14 scored just below the norm suggesting that he may have less of a tendency to fight fires within his area of responsibility, tending to be proactive. This again not surprising considering role the time he has given to public service and representing members.

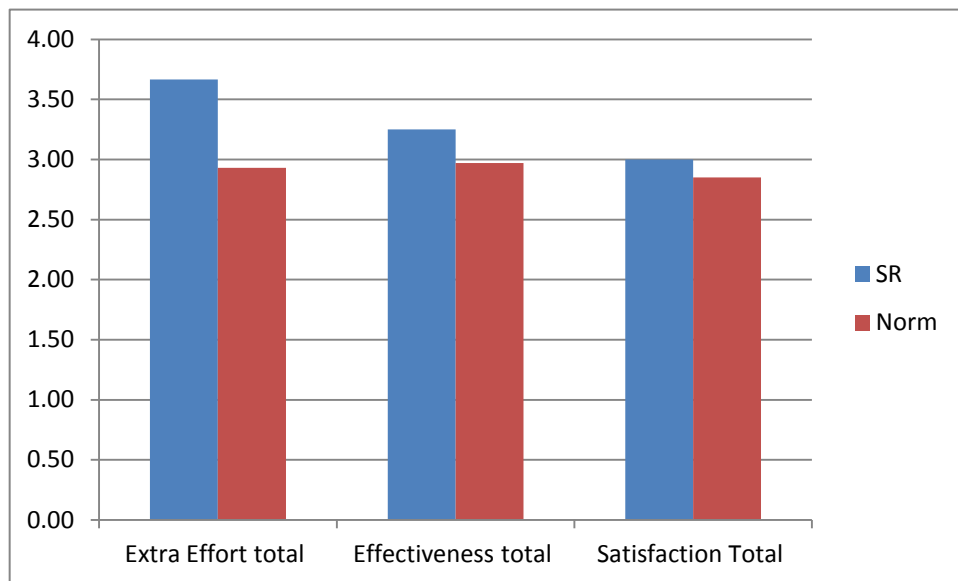
#### 5.5.14.34: Non-Leadership Laissez-faire behaviours

P14 did not score for this factor which suggests absence of Laissez-faire leadership (non-leadership) behaviours. This is an interesting finding considering the role and its requirements to meet members requirements.

#### 5.5.14.4: Outcomes of Leadership

The profile of P14 was above the norms for effectiveness and satisfaction, being well above the norm for extra effort.

**Figure 5.33: Outcomes of the Leadership Style of P14**



#### 5.5.14.41: Extra effort

P14 scored well above the norm for extra effort which would suggest that he possesses the behaviours to raise his group to higher levels of performance. This is interesting considering the role these behaviours are important as these members are the Councils employees. P14 will need the behaviours associated with this outcome to work with management and elevate the performance of his members who are employees in a not confrontational and collaborative way so the Council collectively can work to meet the challenges that lay ahead.

#### 5.5.14.42: Effectiveness

P14 was just above the norm for effectiveness indicating that he has the capacity to be efficient and satisfy the requirements of the membership of his group.

#### 5.5.14.43: Satisfaction

P14 scored just above the norm for this outcome indicating that he has the ability to create satisfaction within his group. This score indicates that he has the behaviours associated with this outcome.

#### 5.5.14.5: Summary of the profile of P14

The profile of P14 is optimum when compared with nine factor full range leadership model. The profile indicates that his behaviours exceed the norm for the five transformational factors and are below for the transactional factors with the absence of non-leadership behaviours. This is was not surprising to the researcher who has seen how passionate P14 is to serve the Council, his members and the community at every opportunity he has. P14 sits on many Committees and has always be vocal in

supporting change that improves services to the community and improves conditions for staff often in what can be described as difficult circumstances such as change management programs and negotiations on terms and conditions. What was a surprise was that is a manual worker with no formal leadership training or development other than in his political career. It is also interesting to note that this is the profile of a senior trade unionist and the unions are often blamed for resisting change or transformation and his profile paints a very different picture.

#### 5.6. Comparison of leadership group mean score profile with MLQ (5x) norms.

This section introduces a comparison of the mean MLQ (5x) scores of each group of leaders, the Executive Directors, Senior Managers, Staff Representatives and Elected Members and compares these with the MLQ (5x) norms for these behaviours.

**Table 10: Comparison of combined leadership group mean score with MLQ (5x) norms**

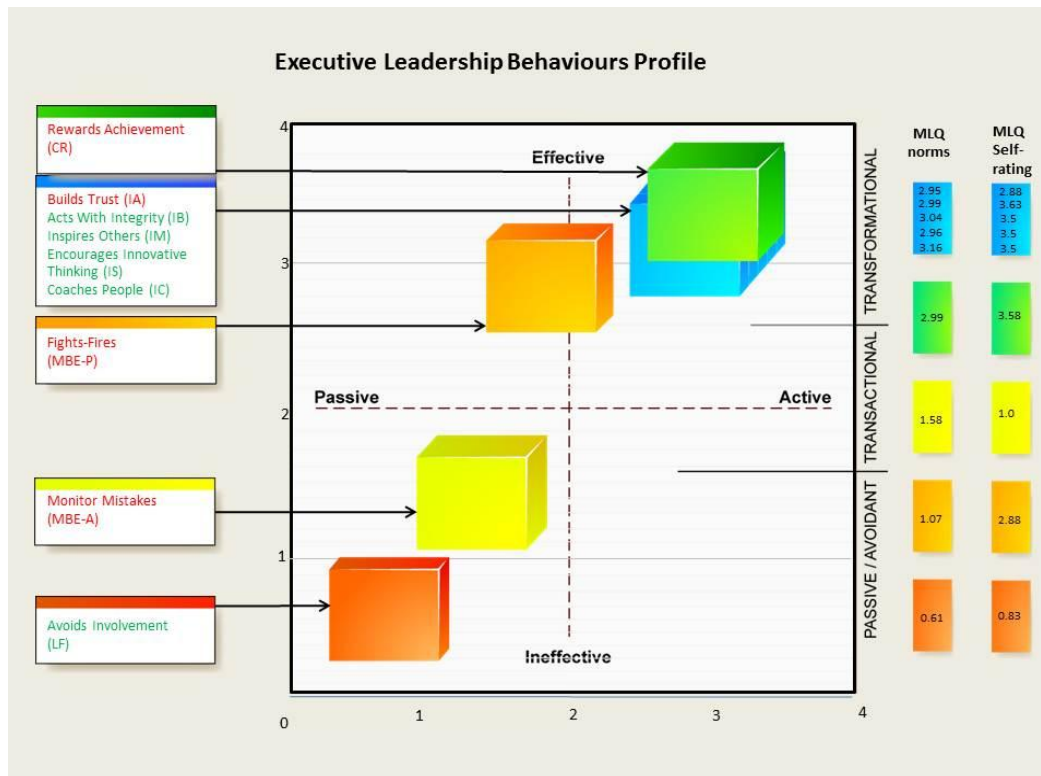
	MLQ (5x) Norms	Executive Directors	Senior Managers	Elected Members	Staff Representatives
<b>Leadership style and Factor</b>					
<b>Transformational</b>	3.02	3.40	3.02	2.70	3.40
Idealised Influence (Attributed)	2.95	2.88	2.82	2.75	2.88
Idealised Influence (Behaviour)	2.99	3.63	2.89	3.25	3.63
Inspirational Motivational	3.04	3.50	3.18	3.25	3.50
Intellectual Stimulation	2.96	3.50	3.00	2.63	3.50
Individual Consideration	3.16	3.50	3.12	1.63	3.50
<b>Transactional</b>	1.88	2.49	1.98	1.67	2.17
Contingent reward	2.99	3.58	3.25	2.38	2.88
Management-by-Exception (Active)	1.58	1.00	1.61	2.25	2.38
Management-by-Exception (Passive)	1.07	2.88	1.07	0.38	1.25
Laissez-Faire Leadership	0.61	0.83	0.54	0.63	0.50
<b>Leadership Outcomes</b>					
Extra Effort	2.79	2.25	2.30	2.50	2.96
Effectiveness	3.14	3.00	2.93	2.00	3.13
Satisfaction	3.09	1.50	2.14	1.50	2.75

## 5.6.1: Nine factor Leadership profiles and outcomes compared against the MLQ (5x) norms

### 5.6.1.1: Executive Directors profile

The figure below presents the combined profile for the participants in Executive Director positions in the Council.

Figure: 5.34: Executive Directors Profile



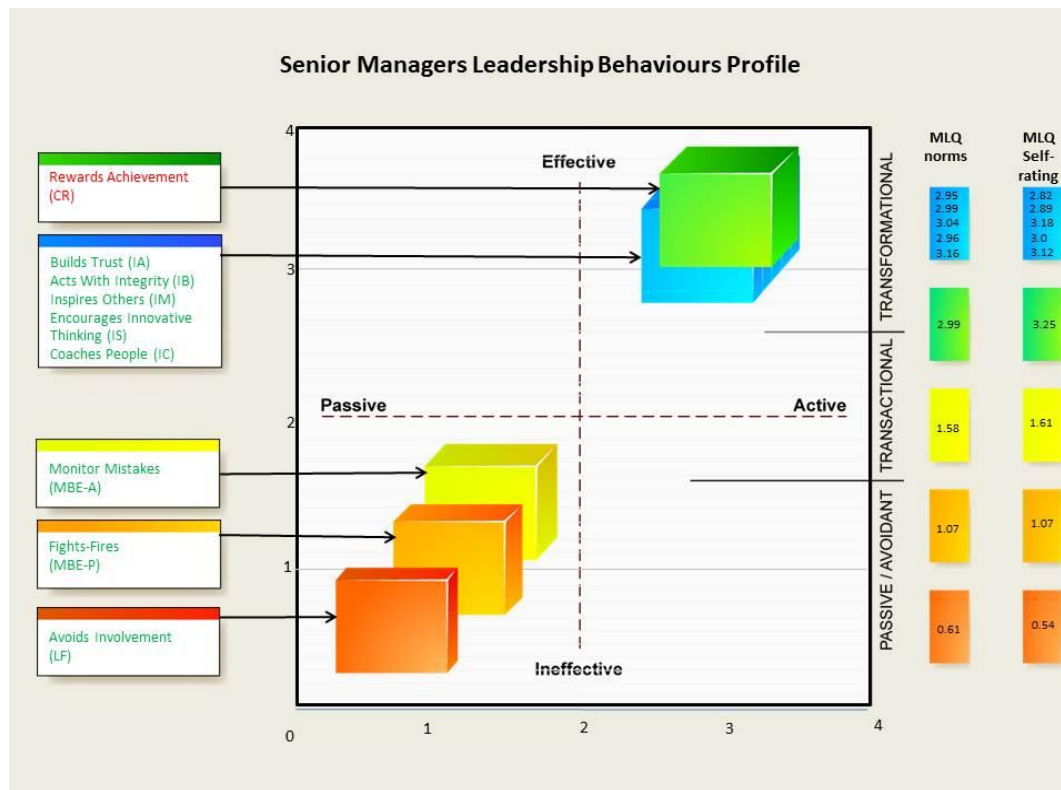
It can be seen from the profile that the combined profiles for the Executive leadership behaviours is sub-optimal when compared to the MLQ (5x) full range leadership behaviours profile.

The Executive Directors mean score was above the norm for the three of the transformational factors for inspirational motivation, intellectual stimulation and individual consideration. They were slightly below for idealised influence (Attributed). and idealised influence (Behaviour). In relation to transactional factors they were well above the norm for contingent reward which implies that individuals respond solely to contingent incentives, rewards or punishments and not to transformational factors that motivate individuals to higher levels of performance. They scored just above the norm for management by exception (passive). They were slightly below the norm management by exception (active). For Laissez-faire non-leadership behaviours they scored just above the norm.

### 5.6.1.2: Senior Managers Profile

The figure below presents the combined profile for the participants in Senior Managers positions in the Council.

**Figure: 5.35: Senior Managers Profile**

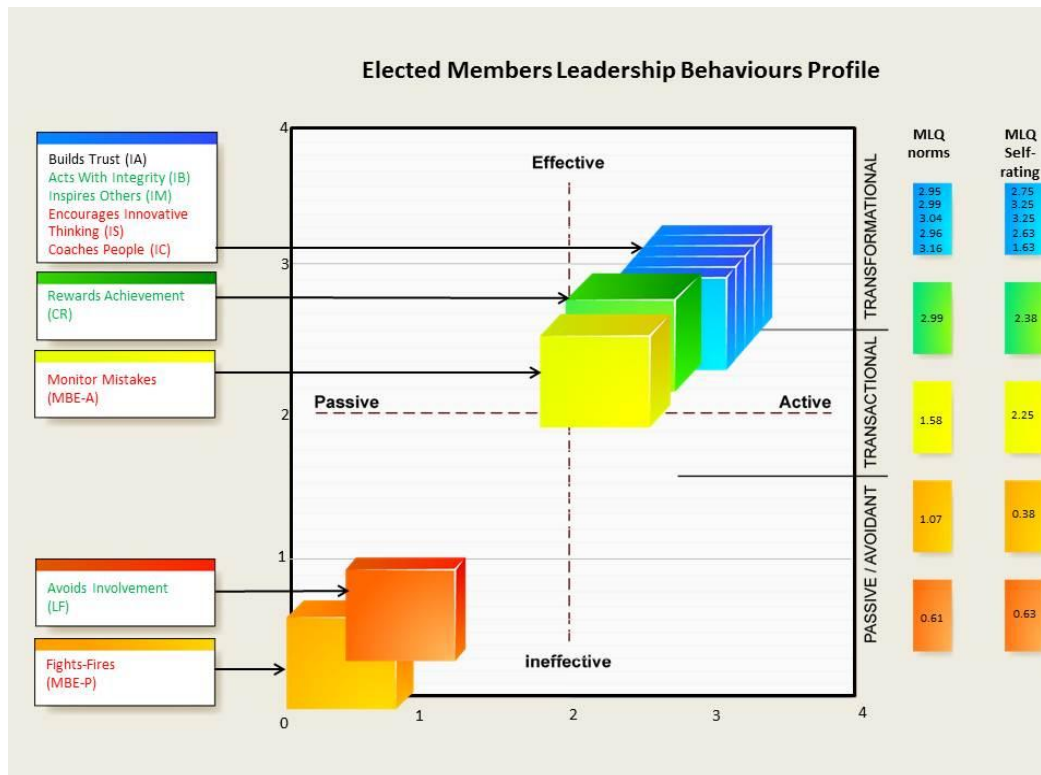


It can be seen from the profile that the combined profiles for the senior managers leadership behaviours is sub-optimal when compared to the MLQ (5x) full range leadership behaviours profile.

The Senior Managers mean score was above the norm for three of the transformational factors, inspirational motivation, intellectual stimulation and individual consideration. They were slightly below the norm for idealised influence (Attributed) and idealised influence (Behaviours). In relation to transactional factors they were slightly above the norm for management by exception (active), however they were significantly above the norm for contingent reward behaviours and the same as the norm for management by exception (passive). They were slightly below the norm for Laissez-Faire non-leadership behaviours.

The figure below presents the combined profile for the participants in Elected Member positions in the Council.

**Figure: 5.36: Elected Members Profile**



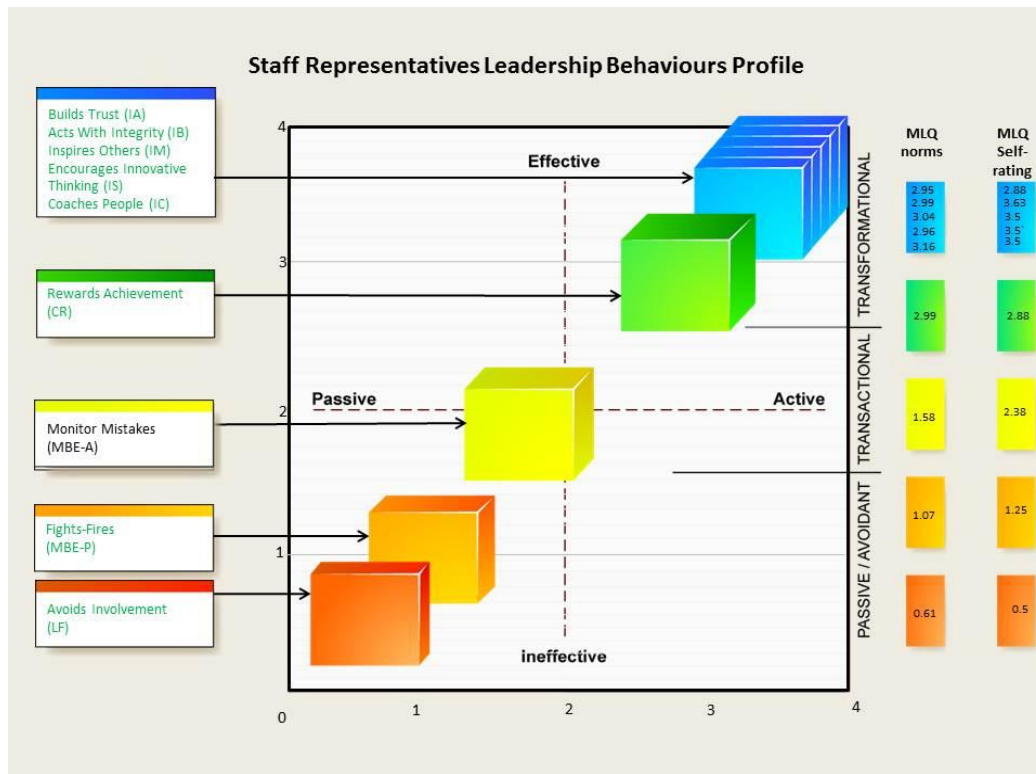
It can be seen from the profile that the combined profiles for the Elected Members leadership behaviours is sub-optimal when compared to the MLQ (5x) full range leadership behaviours profile.

The Elected Members mean score was above the norm for two of the transformational factors idealised influence (Behaviour) and for inspirational motivation. They were slightly below for idealised influence (Attributed), intellectual stimulation and well below the norm for individual consideration. In relation to transactional factors they were slightly below the norm for contingent reward and well below the norm for management by exception (passive). They were well above the the norm management by exception (active). For Laissez-faire non-leadership behaviours they scored just above the norm.

#### 5.6.1.4: Staff Representatives Profile

The figure below presents the combined profile for the participants in Staff Representatives positions in the Council.

**Figure:5.37: Staff Representatives Profile**



The combined staff representatives profile is optimum, being almost a mirror image of the optimum MLQ (5x) full range leadership behaviours profile and is in fact higher for the transformational behaviours.

The Staff Representatives mean score was above the norm for the four of the transformational factors, idealised influence (Behaviours) and inspirational motivation, intellectual stimulation and individual consideration. They were slightly below for idealised influence (Attributed). In relation to transactional factors they were slightly below the norm for contingent reward. They were just above the norm for management by exception (active) and just above the norm for management by exception (passive). Their profile was slightly below the norm for Laissez-faire non-leadership behaviours. This was a fascinating outcome as these have not been received formal leadership development training and are in their positions to serve their members and trade union. They appear to have high transformational leadership behaviours and yet the role of a trade union official is often seen as a barrier to transformation within organisations.

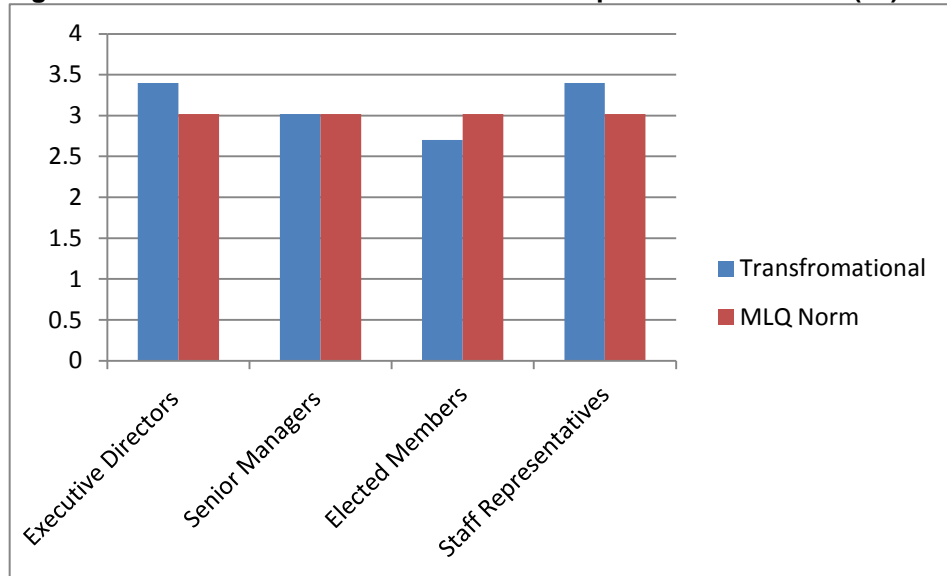
These participants are the only group that has a profile that is close optimum when compared to the MLQ (5x) full range leadership behaviours profile. It would be very interesting to see if this profile was replicated by their unions membership in a 360° profile. Both of these participants are in their positions as they are motivated to serve their members, unions and the community and it would be interesting to explore if this was a factor in this behavioural profile emerging. The researcher immediately recalled

the servant leadership paradigm when this profile emerged. However it will not be possible to explore the relationship between transformational and servant leadership paradigms in this thesis due to time constraints, but this could be an opportunity for further research.

#### 5.6.1.5: Transformational Leadership Behaviours Compared With MLQ (5x) Norms

The figure below is a simple graphical presentation to enable the reader to compare each group's score for Transformational behaviours with the MLQ (5x) norms.

**Figure 5.38: Transformational Behaviours compared with the MLQ (5x) norms**

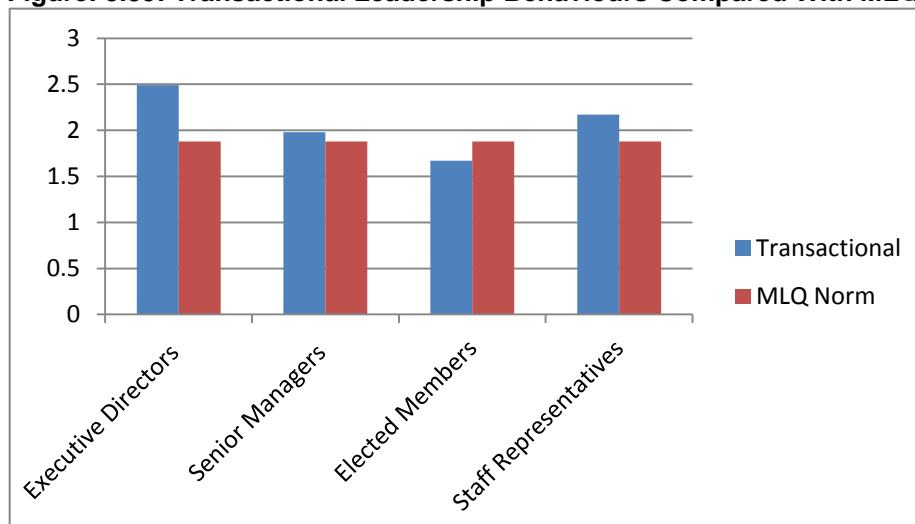


The mean score for the Executive Directors and Staff Representatives were above the norm for these behaviours. Senior Managers were the same as the norm and the Elected Members were slightly below the norm.

#### 5.6.1.6: Transactional Behaviours Compared With MLQ (5x) Norms

The figure below is a simple graphical presentation to enable the reader compare each group's score for Transactional behaviours with the MLQ (5x) norm's.

**Figure: 5.39: Transactional Leadership Behaviours Compared With MLQ (5x) Norms**



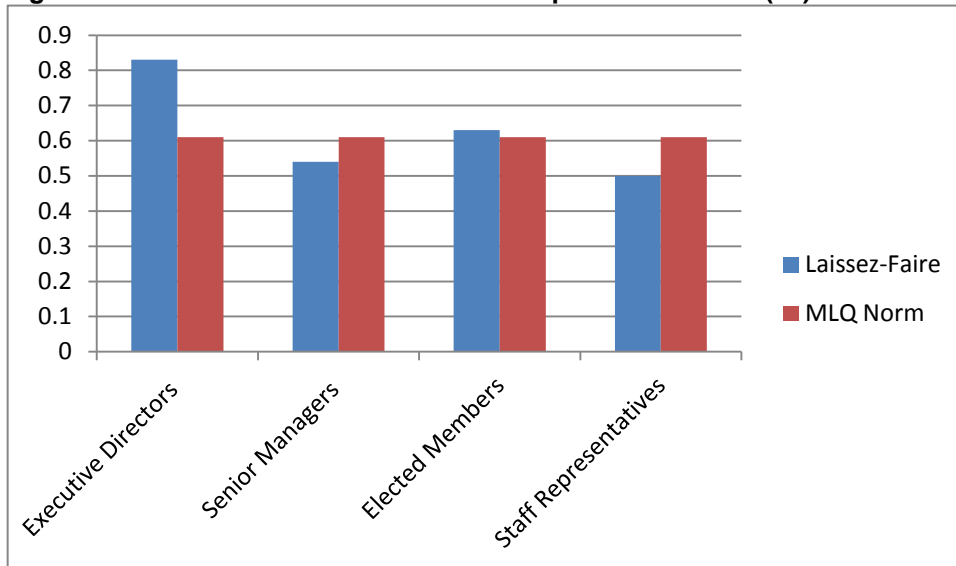


In relation to transactional behaviours the Executive Directors mean were again well above the norm. Both the Senior Managers and Staff Representatives were slightly above the norm for these behaviors with only the Elected Members being below the norm.

#### 5.6.1.7: Laissez-faire Behaviours Compared With MLQ (5x) Norms

The figure below is a simple graphical presentation to enable the reader compare each group's score for Laissez-faire behaviours with the MLQ (5x) norm's.

**Figure: 5.40: Laissez-faire Behaviours Compared With MLQ (5x) Norms**

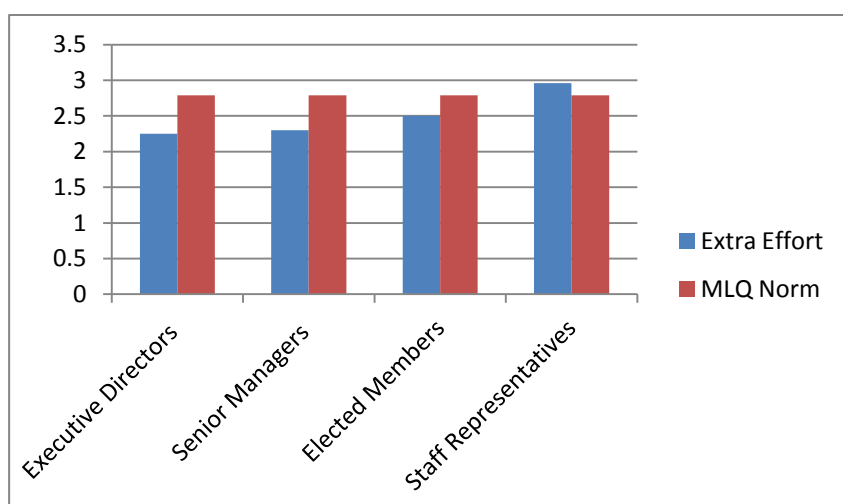


The Executive Directors mean score more that 25% above the norm for non-leadership behaviours which is very interesting considering the requirements of the role having to deliver a vast array of Government targets. Elected Members also scored above the norm for this behaviour. Both the Senior Managers and Staff Representatives scored below the norms for this behaviour with the represenatatives scoring the lowest.

#### 5.6.1.8: Extra Effort outcome compared to MLQ (5x) norms

The figure below is a simple graphical presentation to enable the reader compare each group's score for the Extra Effort as an outcome with the MLQ (5x) norms.

**Figure: 5.41 Extra Effort outcome compared to MLQ (5x) norms**

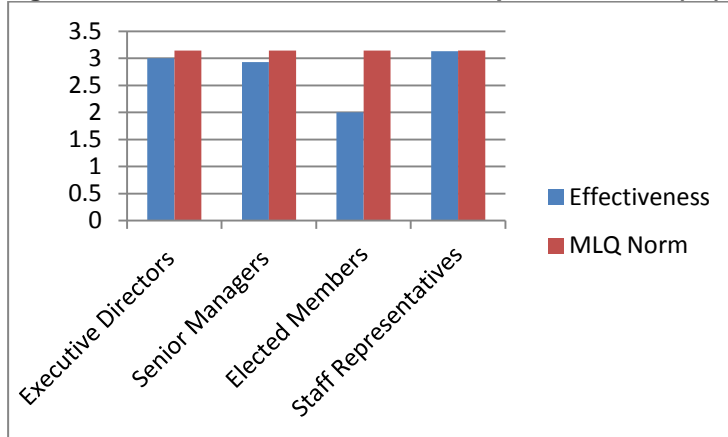


The Staff Representatives were again above the norm with the Executive Directors, Senior Managers and Elected Members all being below the norm for this outcome.

#### 5.6.1.9: Effectiveness outcome compared to MLQ (5x) norms

The figure below is a simple graphical presentation to enable the reader compare each group's score for the Effectiveness as an outcome with the MLQ (5x) norms.

**Figure: 5.42: Extra Effort outcome compared to MLQ (5x) norm**

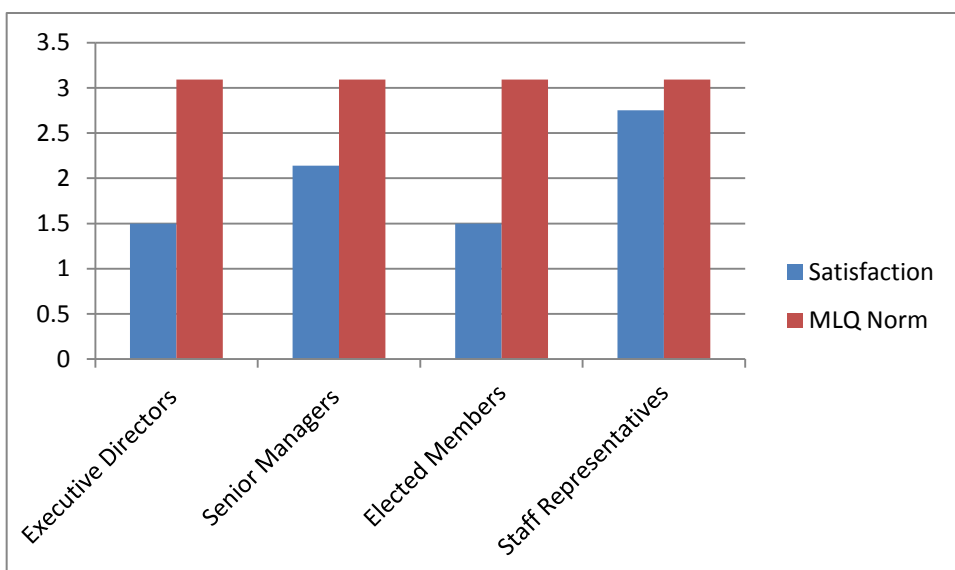


In relation to this outcome it is interesting to note that only the Staff Representatives was the same as the norm. The Executive Directors, and Senior Managers being below then norm with the Elected Members being more than 33% below the norm for this outcome.

#### 5.6.1.10: Satisfaction outcome compared to MLQ (5x) norm

The figure below is a simple graphical presentation to enable the reader compare each group's score for the Effectiveness as an outcome with the MLQ (5x) norms.

**Figure: 5.43: Satisfaction outcome compared to MLQ (5x) norm**



In relation to this outcome all were below the norm with the Staff Representatives being just below whilst the Senior Managers were 33% below the norm and the Executive Directors and Elected Members were more than 50% below the norm.

## **5.6.2: Conclusions drawn from analysis of participant mean scores compared with the MLQ (5x) norms**

### **5.6.2.1: Transformational**

It can be seen that in relation to transformational factors and behaviours that Executive Directors and Staff Representatives scored above the norm for these behaviours. Senior Managers scored the same as the norm and Elected Members were slightly below. These behaviours are those that are arguably the ones that Council leaders will require to will be required to transform the Council so that it can meet the unprecedented changes that the Council face.

### **5.6.2.2: Transactional**

The Executive Directors, Senior Managers and Staff Representatives were all above the norm for these behaviours with only Elected Members being below the norm. Transactional behaviours were not unexpected due to the amount of targets that service areas and the Council as a whole have to achieve. This requires the leaders to work towards recognising the roles and tasks required to achieve these (Bass and Avolio 2004). This is arguably a requirement of the three of the four groups with the Executive Directors having to ensure that the Council meets all its targets, senior managers will be accountable for their service areas.

This may be slightly different for Elected Members who will have to work with the staff who manage areas within their portfolios to meet the targets and their electorate will require election promises to be met. Staff Representatives have to meet their member's expectations by dealing with grievances and employment related negotiations. This will arguably become more evident with the challenges the Council face and potential for a significant reduction in staff numbers and terms and conditions.

### **5.6.2.3: Laissez-faire**

In relation to this behaviour it was surprising to see that the Executive Directors were well above the norm and the Elected Members were just above the norm. This was an unexpected finding due to the responsibilities associated with both roles. The Senior Managers were slightly below the norm with Staff Representatives scoring the lowest for these behaviours.

### **5.6.2.4: Leadership Outcomes**

In relation to leadership outcomes it is interesting to note the Staff Representatives scored just above the norm for extra effort, the same for effectiveness, and just below for satisfaction. The Executive Directors were below the norm for all three outcomes and more than 50% for satisfaction. Senior Managers were also below the norm for all three outcomes and well below the norm for satisfaction. The Elected Members also below the norm for the three outcomes being also more than 50% for satisfaction. These were also surprising considering the roles of the participants and the fact that the Staff Representatives were closest to or exceeded the MLQ (5x) norms. It would be fascinating to explore this further by carrying out a 360° detailed study of the participants using ratings at a higher, same, lower and other groups. However this is outside the scope of this research.

## **5.7: Chapter Conclusion**

From the results of the analysis of the MLQ (5x) data, the researcher would argue that the profiles generated confirms that the MLQ (5x) is a powerful tool to identify the nine leadership factors,

associated with full range of leadership model (Bass and Avolio, 2004). The reader may be surprised to see the variation in the participants' leadership profile when compared to the norm for each factor.

The profiles generated from the MLQ (5x) questionnaire results for each of participant were very interesting as they aligned closely to some of the issues that the Council face. A good example is the profile of P9 which identified that he scored highly for Laissez-faire behaviours and there are significant issues around failing to carry out statutory testing and inspection in leisure centres and leisure service facilities. This has been an area of concern P9 has been aware about for a long time and he has failed to take action. However he scored highly for some of the transformational behaviours and is very well thought off by his staff. If these behaviours were brought to the attention of P9 he could take action to address them to ensure that his Laissez-faire behaviours are reduced. The profile for P13 also provided an interesting insight that appeared to align with some of the leadership issues the Council face around failing to meet targets and deliver projects on time etc. Then the was the most anomalous profile of P12, which appeared to provide conflicting information and suggested some behaviours that the researcher has never seen P12 demonstrate, in over two years of working closely with her. However on reflection of the profiles obtained from the data form each participant, it was surprising in the main how closely the participants' profiles appeared to match the researcher's experience of their actual behaviours having worked closely with all of them at one time or another.

The results of the MLQ (5x) provided an interesting picture of the leadership behaviours for all of the participants with surprising outcomes emerging from the data. When comparing the participants mean scores with the MLQ (5x) norms, the Executive Director's responses indicated the highest score for Laissez-faire non-leadership and transactional behaviours paradoxically, along with the staff representatives they also scored the highest for transformational behaviours. They were below the norms for all three leadership outcomes. This is both interesting and surprising, as if the MLQ (5x) profile accurately reflect the behaviours of these participants, the fact that they scored the highest for non-leadership behaviours may go some way in explaining the serious failings of the Council in relation to delivering against targets and projects, such as job evaluation. This together with them scoring below the norms for the three leadership outcomes may also explain the lack of action to address sickness, absence, staff turnover and the issues relating to staff well-being. This arguably indicates that they lack empathy with the issues that the staff are facing and the impact the change process is having on the Council staff. All of these issues are impacting on the Councils ability to effectively serve the community and are at unsustainable levels for any organisation let alone one whose budget is reducing. These are very important issues that the Council and leadership need to address. The fact that the self-rating MLQ (5x) has identified this profile for the participants which allows them to reflect and consider appropriate action in order for these behaviours to be addressed and develop behaviours are aligned closer to the full range transformational model. This could be achieved by formal development training, coaching and mentoring. This arguably shows one of the potential benefits of using the MLQ (5x) self-rating questionnaire, which could also be enhanced further by having sub-ordinates to complete the questionnaire giving a 360° profile.

In summary the combined Executive scores were above the norms for transformational, transactional and paradoxically Laissez-faire behaviours. The senior managers' scores were all most the same as

the norms being exactly the same for transformational for just above for transactional and below for Laissez-Faire behaviours. The Elected Members were below the norms for transformational and transactional behaviours whilst being above the norm for Laissez-Faire non-leadership behaviours.

The most captivating outcome from the analysis of the MLQ (5x) data was that the participants profile closest to the optimum was that of the staff representatives, individually and as a group. Their profile was above the norm for transformational and just above for transactional factors, whilst being below the norm Laissez-faire non-leadership behaviours. They were above the norm for extra effort the same for effectiveness and just below for satisfaction. This outcome was the least expected as these participants have not received traditional leadership development training and these positions were primarily related to serving the interests of their members. Trade unions are traditionally seen as obstacles to change and yet these two senior trade union representatives have a profile that indicates that there behaviours align with the transformational paradigm.

This again begs the question of the effectiveness of the leadership training that the others have had in comparison with only P6, P11, and P7 closely aligning with the transformational paradigm and a lot of the officers who have undergone formal leadership training and development courses including the recent one run for the Council, did not closely match the optimum behaviour profile of the transformational leadership paradigm. The behaviour profiles for the Executive Directors and Senior Managers indicated that their behaviours for contingent reward were significantly above the norm indicating that they feel that rewards and punishments are required as opposed to the transformational behaviours to lift staff and the organisation to higher levels of performance. With this in mind it is not surprising the levels of staff, turnover sickness and absence and failing to deliver projects, all of these issues will be explored further in chapter 7.

The profile for P14 was very near to the optimum for the full range of leadership behaviours. On analysis of the MLQ (5x) responses several of the participants identified Laissez-faire leadership behaviour and one scored very high, only three of the participants profiles did not score for this behaviour. Arguably that those who display Laissez-faire leadership behaviour above the norm are not effective as leaders as they are potentially absent when needed.

Using the quantitative approach of the MLQ (5x) enables the researcher to analyse the data and compare this with the data obtained from the semi-structured interviews during the study of leadership in a Council setting undergoing change. On reflection of the analysis and results of the data obtained from the MLQ (5x) questionnaire, it can be seen that the MLQ (5x) can provide an interesting insight, on how those in leadership positions see their own behaviours. It would be of great interest to explore this further using the MLQ (5x) for a full 360° profile of the participants' behaviours, but due to the sensitivity and time constraints of this study, this was not possible. To enhance the leadership behaviours of the participants, the full range leadership model could be explained to participants explaining the optimum profile and comparing this with theirs. Their leadership behaviours could be discussed, as could the areas where they were below the norms to identify a course of action that they follow to move towards the optimum profile. This could be achieved by coaching, mentoring or personal development training. These findings will be compared with the results obtained from the

analysis of the semi-structured interviews to triangulate the data and results obtained from this research in chapter 7.

The next chapter presents the findings from the analysis of the qualitative data obtained from the participants during semi-structured interviews.



## **6.0: Qualitative Data**

### **6.1: Introduction**

To recall the intention of this study was to identify the meanings and factors associated with leadership within a County Council, from the perspective of participants who are themselves in recognised leadership positions. This is the second of two chapters in this thesis on the findings from the data collection exercise for this research.

The purpose of this chapter is to present the analysis and findings of the primary qualitative data obtained from the participants' responses to the semi-structured interview questions. In order to gather rich data a series of semi-structured interviews were used following the approach of Parry (1998) and Kan and Parry (2004) and will allow for comparison of the participants responses and leadership profile obtained from the MLQ (5x). The sample size and selection has been presented in Methodology chapter 3. Whilst no claims are made that these findings generalisable, the data that emerged from the MLQ (5x), in combination with the data obtained from the semi-structured interviews has resulted in several interesting findings which the researcher argues is worthy of analysis and discussion in their own right.

Research has identified many qualities and characteristics of leaders and leadership and arguably no one leader personifies them all. This research seeks to understand the leadership perspective of participants who are in identifiable leadership positions in a Council setting. This is a timely study giving the unprecedented challenges UK Councils face and the willingness of the participants who are all in senior positions to participate in this study affirms the timeliness and relevance of the subject and research to the organisation and arguably the public sector. The interviews were highly revealing and all the participants showed a willingness to speak openly on their views on leadership generally and in the organisation in which this study is placed.

The subject of leadership has a long history and many including the researcher are interested in the qualities and characteristics of leaders. The researcher wanted to gain an understanding of leadership in general, but specifically in a Council setting by following a quantitative and qualitative grounded theory study. This approach has been limited in grounded theory and leadership research especially in a Council setting and builds on the work of Parry (1999) and Kan and Parry (2004). The researcher wanted to get an insight into leadership and the leadership processes within a Council environment with its complexity, multiple service areas and various structures, during a period of unprecedented organizational change and financial challenges. The themes offered in this chapter offer a rich explanation of the attributed to the social construction of leadership in a Council setting.

### **6.2: Codes**

There are many different types of codes that are commonly used in qualitative data analysis. As this research followed the approach used by Kan and Parry (2004), a priori codes were developed before examining the data and used during the analysis. The researcher was also keen to develop inductive



codes by directly examining the data. The codes used during the analysis of the data are presented and explained in the methodology chapter.

### 6.3: Participants Vocabulary

To identify the vocabulary used by the participants their transcripts were analysed with the aid of NVivo, in order to establish the frequency specific words associated with leadership were used. The following frequency table and tag cloud emerged from the analysis of the transcripts of the participant responses.

**Table 11: Word frequencies from participants' transcripts**

Word	Combined	Senior Managers	Members	Staff Representatives
Behaviours	10	10	0	0
Behaviour	3	3	0	0
Budget	16	6	8	2
Charisma	11	7	3	1
Charismatic	10	9	1	0
Communication	34	19	12	3
Deliver	81	63	1	17
Delivered	18	16	0	2
Delivering	24	18	0	6
Development	20	20	0	0
Direction	111	106	1	4
Distributed	1	0	1	0
Emotional	2	2	0	0
Financial	13	7	1	5
Finance	16	15	0	1
Great	26	18	3	5
Honest	25	22	1	2
Influence	42	23	8	11
Inspirational	11	10	0	1
Inspiring	5	5	0	0
Integrity	8	4	0	4
Leader	89	54	16	19
Leadership	179	147	20	12
Macho	6	6	0	0
Motivated	29	22	4	3
Motivation	35	28	3	4
Motivational	3	2	0	1
Motivating	6	6	0	0
Performance	33	32	0	1
Power	19	11	0	8
Priorities	30	30	0	0
Situation	17	9	0	8
Strategic	29	29	0	0
Strategy	12	10	0	2
Sustainable	6	6	0	0
Teamwork	5	2	1	2
Team	114	93	19	2
Trait	2	2	0	0
Traits	4	4	0	0
Transactional	2	2	0	0
Transform	4	4	0	0
Transformation	6	6	0	0
Transformational	4	4	0	0
Trust	17	17	0	6
Values	43	43	0	0

An interesting observation from the frequency table and subsequent tag cloud is that the words associated with many of the theories of leadership are not prominent with only an occasional mention. The most frequent words to emerge from the data were leadership, leader, team, deliver, direction. This was a surprise in that all of the senior managers had attended the Councils leadership development course, which covered leadership theory and practice in particular a mix of transformational and servant leadership paradigms as espoused by Alimo-Metcalfe and Alban-Metcalfe (2005), which they argued are particularly suited to public sector organisations. The participants have also completed the TAIS questionnaire and had a session with the consultants feeding back on their individual profile comparing this with the various leadership styles. Despite this the participants did not appear to have retained this information or related it to leadership in the Council during their responses. This arguably raises questions as to the effectiveness of the leadership development course in getting over key messages to the participants.

The Council is in the process of undertaking a transformational change; however there is hardly any reference to the words associated with the transformational leadership paradigm; rather they still refer to leader or leadership. The participants' responses placed no real emphasis on priorities or strategy to achieve the transformation of the Council only 'direction' emerged as a word that the participants used frequently and this was generally mentioned in a negative context primarily related to a lack of leadership direction (see testimony of P7 on p157, as one example). It is interesting to note that the in relation participants who were members, one of which is a Board member, 'direction' was only mentioned once.

In relation to the participant groupings, it emerged that the senior managers used words commonly associated with leadership and leadership process more frequently when compared to the staff representatives and Elected Members. On reflection this may not be a revelation in relation to the staff representative participants as they are less likely to be exposed to these terms on a regular basis, unless they have undertaken leadership training or involved in high level Council meetings. However this was a surprise in relation to the Elected Members responses as they in effect lead the Council and both have Board level experience being embedded in the decision making process of the Council. Arguably one would have expected them to be using a similar vocabulary as the senior managers. The members did not use priorities, strategy, strategic and only mentioned direction once; this may be attributed to the fact that they receive little formal training. This begs the question about the leadership training and development Elected Members should receive as they have an important part to play in leading the Council, making decisions on direction and service delivery; in effect they are key stakeholders in an organization that is responsible for a multimillion pound budgets. In relation to the predominant leadership characteristics as presented in Table 1 chapter 2, p30, it is clear that the language indicates that the prevailing leadership approach is that of classical and transactional and not that of visionary or organic with an absence of values and vision in the organisation.

It was interesting to see that values and trust emerged from the data but on further analysis this related to only a few of the participants namely P9 and P3, who placed great emphasis on these words and again appeared to imply that there was a lack of these across the Council (see quote from P9, p155).

#### 6.4 Tag Cloud from participant transcripts

In relation to the tag cloud, this confirms the predominant vocabulary used by the participants by emphasising the words used most frequently in a larger font size that is displayed bolder. It is clear that leadership, leader and team are the prominent words used by the participants. The cloud gives a useful visualisation for comparison with the relevant leadership paradigms and the leadership style that the Council is trying to achieve.

#### Figure 7: Tag Cloud from participant transcripts

behaviour behaviours budget charisma charismatic communication deliver delivered  
delivering development direction distributed emotional finances financial great honest influence  
inspirational inspiring integrity leader leadership macho motivated motivating motivation  
motivational performance power priorities situation strategic strategy sustainable team teamwork  
trait traits transactional transform transformation transformational trust values vision

#### 6.5: Results of analysis of the participants interview transcripts

##### 6.5.1: 'Leadership' but not as we know it

The participants were asked what leadership meant to them and what their philosophy on leadership was. Several key themes emerged from the participants responses to this question.

P9 responded that, "Leadership is about having a set of values that you demonstrate to the organisation as long as it fits that organisation, that you're prepared to take forward even when it gets tough and not to waive. It's about inspiring people, it's about motivating people and it's about empowering the people who work for you".

P9 has been in his position for a long period and spoke repeatedly and passionately about values and made repeated reference to his team. The quote above typifies the views of P9 on leadership and the approach he follows. Other participants spoke highly of P9 and that his behaviours and the way that his staff felt about him implies that he transfers his view on leadership in the way he leads his service area. Other responses show that P9 is less than impressed with the way the Council is being led at this time.

When asked if he had seen "evidence of such leadership in this organization recently"?

P9 replied "No, not recently no."

Other participants' feel that leadership relates to giving direction for the organisation and staff, P7 felt that leadership means...

"Having a clear direction, develop this vision and go for it and go for it so that people know and only know what they are signing up for and not changing next week".

This arguably reflects the frustrations of P7, reflecting on the frequent changes in direction that occur in the Council. Clear direction and vision are key issues for P7, but with many comments she has made it is clear that in her view these are not evident in the Council, with constant changes in direction and ambiguity around priorities despite the initial direction being agreed and as P7 puts it "signed up for".

P14 also felt that leadership is related to direction, for P14 leadership is the...

"Philosophy of direction, they're the ones who should and would in my opinion have all the criticisms thrown back at them if they don't deliver what you want them to deliver".

This is interesting when one considers the background and position of P14 as a senior staff representative, in that it focuses on the leader delivering what you want them to deliver as opposed to the leader getting others to deliver what they want. This is an interesting concept and arguably related to a democratic approach to leadership in the Council that has not really been evidenced elsewhere in the data. It implies that P14 is looking for a collaborative approach with the community and staff and if they do not deliver then they should be held to account. Arguably this has links to servant leadership and his background with a lifetime of serving others. This is very interesting and it would be worthy of further investigation.

The need for clear direction was view was also expressed by P3 who felt that leadership is all about.

"Giving clear, unambiguous direction and doing that in such a way that people want to follow you, enabling people to do that by breaking down the barriers that prevent them from doing it your role as a leader is to break those barriers down so that people can better fulfil their roles really".

This introduces motivational aspects to leadership in that the leader sets the direction and motivates others to follow, whilst enabling people by breaking down any barriers. During a period of change and challenge the leadership need to make clear what direction the organisation is heading in and how they will get there so all staff are on board and engaged. P3 went on to explain that there was a lack of direction within the organisation related to an individual's values.

"The difficulty would be is if the direction you were given or we decided we needed to come to was not in line with what I would consider to be the values that the organisation needed or my values and that would be quite difficult. I still think that we don't have enough of that direction in terms of what the values of the organisation are."

Values appear again or rather lack of values and the issues this bring to the individual and organisation. This supports the view that the leader is instrumental in deciding the direction of the organisation and shaping its values, yet caveated with the need for these to align with the values individuals hold. This again identifies a lack of direction and supports the views of P9 on the importance of values.

The lack of direction in the Council was supported by several of the participants, relating to the challenges the Council faces P10 said,

“I still think that we need more focus of what our strategic direction is and what we don’t do.”

Pointing out a lack of strategic direction in the Council and the dilemma on what the Council does and does not deliver. This is supported by P7, who said,

“I struggle in the Council because I’m not convinced the leadership, the direction of travel is right.”

This again raises the dichotomy of views between the individual leaders and the Council leadership. To contextualise the dilemma of P7, one has to understand that her service area is related to the statutory and discretionary provision of adult care services for the community the Council serves. There is an ever increasing demand for these services and the failure to provide even the most basic discretionary services are emotionality challenging for the individuals concerned and also the staff and leadership, as they are after all often dealing with vulnerable people. P7 appears to be concerned that direction of the Council and that the decisions that are being made are not right, they are actually reducing her ability to deliver the discretionary services to the community. Although these are referred to as discretionary in that the Council are not legally obliged to deliver these they may be seen as essential to the individual recipient of these services. This arguably raises the issue of differentiating between statutory and discretionary service provision, as if there was more clarity and transparency around these and the decision making process, it would be easier for the community to understand and the staff to implement.

Many of the other participants raised the issue of direction or rather like of direction as being an issue and challenge that they and the Council face, which is being compounded by the financial and service delivery changes they have to deal with. Other participants felt that Leadership is axiomatic with getting things done, with P13 stating that,

“A leader’s job is to see that things get done and see the right things get done”.

This is interesting when you consider the leadership position P13 has in the organisation, he is ultimately responsible for leading the transformation of the organisation to meet the numerous challenges that it faces. So effectively he is the leader and as such is responsible for seeing that the right things get done. Paradoxically due to the organisational structure and the present arrangements for decision making in the Council, the ability to identify what are the right things are confusing to put it

bluntly. There does not seem to be any processes in place to identify the priorities and as pointed out by several of the participants the absence of values. Lack of direction and uncertainty about the priorities has arguably resulted in a disconnection between individual departments and the organisation. With some Heads of Service being uncomfortable with the direction the organisation is taking and this is manifesting itself in a silo mentality and departments competing for favour with the leadership and the Elected Members to obtain the budgets to deliver what they see as important.

P4 gave a similar response in that he feels that...

“Leadership is about getting things done, but it is also about getting the right things done at the right time”.

The position P4 holds means he will be at the heart of any transformational process having responsibility for a key business process that affects the whole organisation as he effectively controls the distribution of the Councils budget. The second part of his response “getting the right things done at the right time” is indicative of the challenges he and the organisation faces with an increasing expectation from the community on what they expect the Council to deliver and the reducing budget which the Council has at its disposal to deliver these services. This also relates to the comment from P10 (on page 157) in relation to what the Council will and will not be able to do and similar concerns raised by other participants.

This again raises the issue of differentiating between statutory and discretionary service provision. There is a compelling argument to move away from the present arrangements to one where there is a clear differentiation between these and to move to a situation where the community are actually engaged in the decision making process for the provision of discretionary services. This will have several benefits to both the community and the Council, in that it will reduce the level of bureaucracy and debate around the provision and delivery of statutory requirements and it will enable the community to democratically decide what discretionary services are delivered within the budgetary constraints that the Council face. Surely this is the purpose of a Council, not having a plethora of staff and departments to facilitate the debate around allocation of the budgets, resources and decisions related to delivering legally required statutory services? Arguably these are simple transactional functions that should be taken outside these lengthy processes and streamlined to ensure they are delivered effectively and efficiently. There is obviously a role for corporate governance and scrutiny of these services but the debates should be related to the decisions on local discretionary service provision and delivery related to the local needs and issues of the community. After all statutory requirements have already been subjected to the democratic process as they have been debated and agreed by Members of Parliament.

### **6.5.2: Encouragement and Engagement**

For P5, a senior staff representative leadership is...

“To encourage, to show support, to make the rights decisions for, on behalf of other people”.

This arguably relates to the encouragement and engagement with staff in the organisation and the effect that this has on their ability to make the correct decisions in relation to others. It is arguably also be related to the ability of leaders and staff to take risk without fear? Obviously these risks have to be within certain boundaries but a risk adverse culture is unlikely to help with the organisations transformation; as leaders and staff will seek to do the same things they have always done and not be innovative for fear of failure. This is an important consideration, if staff are engaged and encouraged to participant within a blame free but accountable culture, they are more likely to contribute to the process of transforming the organisation and the leadership will have an opportunity to harness all their ideas and creativity.

P10 who has spent his whole career in local Government gave a similar response and believes that,

“...leadership is about communication, it is about engagement with people”.

P9 also appeared to empathise with encouragement and engagement throughout his interview responses. These views resonate with the findings of other leadership research and will be discussed later in the thesis.

### **6.5.3: Members view on leadership**

The responses from the members were interesting, for P12 leadership is...

“...to lead and to tell people to make sure that the work, whatever format, whatever it is filtered through especially with the local government, obviously to the management to the heads of services and then obviously the people down at the bottom, although I don't want to de-grade anybody, we are all the same level and that service is being delivered”.

This response connects with the commitment P12 has to ensure that the service is delivered and involves all levels of the organisation in its delivery. It highlights her commitment to service delivery and is not influenced by political motivation or status. Focus on delivering a service is a recurring theme in the responses from P12 throughout the interview process. It may be related to the fact that P12 is an Independent Councillor, who was persuaded to serve as a member by members of the community and therefore not influenced by a specific political group which may have other agendas; P12 is there to represent the community that voted her as their member to represent them on the Council. It may also be related to her own individual motivation to provide a service to her community. She has held a position on the Board and has a great deal of experience at senior level, so is aware of the challenges and complexity of running the Council yet still focussed on getting the service delivered.

Whilst the response of P1, conveys the message of leadership to him is a mechanistic system ...

"I think leading is someone who is there, who is there to drive with everybody else, but not to take the credit. Not to overtake. Not to undermine. But is the central cog to the system of what is running.

The use of metaphors to describe leadership is not uncommon often related to Military or as in the case of machines provided by P1 who sees the leader being a "...central cog to the system of what is running" appears to indicate that he sees the Council as a machine to deliver services and the leader is the driver of the machine. Then paradoxically he introduces human considerations with his emphasis on "...not taking credit, not to overtake or undermine" relating to the human and emotional element of leading human beings and the emotional complications that this entails. He appears to be conscious of the negative connotations of these behaviours which may indicate some of the dynamic tensions that may arise when leading a portfolio with a complex array of professionals and across different functions of the Council.

On reflection this response is interesting when you consider the position P1 holds as a Board Member and holder of a large portfolio that includes areas that are key to meeting the challenges the Council face including Communication, HR, Occupational Health and Safety. His response does not follow the typical constructs one has come to associate with public sector leadership. It may be argued that the statement "who is there to drive with everybody else" is linked to the Transformational paradigm but there is a clear dichotomy when you consider the responses of some of the other senior managers such as those of P13 and P4 "about getting things done" senior Executives and even P12 about making sure the service is delivered. The response from P1 appears to suggest that he wants to maintain the status quo. The response does not appear to convey a transformational leadership paradigm one would expect from a Board member at a time of unprecedented change, but more of a transactional steady state one.

#### **6.5.4: Absence of Leadership**

An interesting theme to emerge from the data relates the respondent's views on the absence of leadership. As with the different meanings the participants attributed to leadership, there were different responses to this question. Some responses were related to an absence of leadership from the Council members or individuals, some related to specific departments within the Council and others were related to the organisational arrangements in place in the Council.

When asked if P13 could think of examples where leadership is obviously lacking? He was very explicit in his response...

"Yes I can, I have one, two, three, four, places."

This statement clearly identifies that he feels there is still an issue with leadership in many areas of the Council despite him being in post for four years and during this time carrying out restructuring initiatives of the organisation leadership several times and the implementation of the leadership development program. One is left to ponder why, why hasn't the restructuring and development



program addressed this issue. Is the problem with leadership in a Council so intractable that it can't be addressed or is this in fact indicative of the lack of capability of P13 and the other senior leaders in address the leadership shortcomings of the Council?

There were several examples of areas where the participants felt that there was an absence of leadership and these have been grouped together under headings related to some specific areas of the Council.

#### **6.5.4.1: Membership level**

P8 feels that there is an absence of leadership at a membership level.

"...I think there is a lack of ambition and that is partly on the part of the members, a lot of them are from, we have got a farming traditional roots, my impression is they do not like change particularly, something different is very threatening".

This is interesting when one considers the unprecedented change that the Council is facing and it may explain why this process is taking so long and there are barriers the members introduce and "U" turns they have made allegedly made.

P13 also feels that there is an issue at the membership level and links it to being risk adverse...

"There is no willingness to take a risk. The leader won't stick his head out or her head out. They place safe, they don't know their people very well. They don't have a clear idea of where they want to go they don't take their people with them".

This may be down to self-preservation or even party political as the members know that ultimately the communities will have their say at the next election. This must approach must surely be a hindrance when making decisions that really do not have direct relevance to the community such as legislative compliance issues or statutory provision of services. One can understand that a decision to close a school or library may have a significant impact on a community and there may be sensitivities then, but surely Elected Members should be focused on delivering a cost effective and efficient service to their communities.

P1 feels that the leadership is missing at the member and board level because the Council needs...

"Someone to grab it by the scruff of the neck and say right we have got to go forward. Someone to get the Board members together basically lock them in the room and say right what are we going to do. Lock the leaders in a room; this is what we are going to do. Discussions and going forward and getting people signed up, people signed up"

This is linked to with the statement of P13 above and ironically P1 is a Board member and one begs the question as to if he feels that this is the case what is he doing about it, or in deed what can be done unless some of the decisions are taken away from the Board and made by the management

team?

Similarly P7 feels that there is a lack of leadership at member level.

“Well because there’s not a clear direction. Because there is all the vying, between the political groups and the voting that the Board could go either way. Its clarity and the commitment to decisions we are making which I think with the political groups as well as the officers’ groups because we cannot sign up to this direction of travel and we cannot say right if we are going down this and all agreeing to this as a Corporate Management Team (CMT) then we are not going to be able to afford it so what goes. The Council is different, because normally, and you had it in Cardiff, you had a clear leadership group and at least you knew where they wanted to get”.

P7 has introduced another issue in the politicisation of the Council and voting on party political lines, another interesting consideration when one considers the leadership of a Council. Who if anyone are actually leading the Council? The Board, the Executives, Political parties?

P10 feels that leadership is lacking on occasions across the Council and was quite clear on why he feels that way.

“I think it is lacking on occasions because it is very difficult to do quite frankly and it is not politically attractive because what we are trying to do as local government is deliver all the services we have always delivered plus more and there comes a point where you are continually reducing your resources that that is not possible”.

P10 has spent his whole career in Local Government working for Councils arguably giving him a good insight into Council leadership. It would be difficult to argue with his assertions about leadership being difficult in any organisation; it is interesting to note that he went on to say that it is not politically attractive. It is interesting to note this reference to ‘politically attractive’ giving the inference that politics appears to be a hindrance to leadership in the Council as above. This has arguably been evidenced with the issues raised around turning off the street lights in the County to save money and the shutting of small schools. Members have allegedly backed difficult decisions, during Council meetings only to indicate that they didn’t support these decisions outside the Council when there has been concerns raised in the local community.

#### **6.5.4.2: Departmental Level**

In relation to the major financial pressure that the Council faces and personnel issues, one participant P11 was very clear that in his view there was an absence of leadership in the Human Resource Department.

“It is quite clear there is no clear sense of purpose with some of the things that are going on. And there doesn’t seem to be if you like a clear management thread through the service so that people don’t always know where they fit in. If I take one example, the single status issue.

The fact we are somewhere down, this has been going on now got to be 3 years, probably longer actually and it didn't have to, need to go through some of the horrors it went through, if there had been a clear, and solid management purpose behind it. I just feel that that if you like programme was rudderless".

This relates to job evaluation which involves every section of the organisation. It affects the financial liabilities of the Council, the incomes and moral of staff with many set to see their wages reduce significantly. The process has been on-going for four years, cost 12 million pounds and was still unresolved at the end of this research. One could argue that this is evidence of a lack of leadership, not only the HR department level, but also Executive and Board Level for failing to address this issue and incurring such costs.

Another example was raised by P12, who identified the absence of leadership to a specific individual leading the planning department.

"The head of the planning at the time was delegating the work. He wasn't making sure the work was filtering through and the work wasn't being done".

P12 indicated that there were real problems with the planning function and as an Elected Member she would have been exposed to complaints from the community who had major issues around the planning process. However this was also an issue on a County and National level relating to the development of large scale wind farms with the dichotomy of a national commitment to introduce more Renewable Energy where the resource is highest (in the County), against the loss of visual amenity and environmental impact sensed by the community. The Council faced a dilemma of considering inward investment against community dissatisfaction. It could again be argued that the absence of leadership was not only at this level, where were the senior management and Board in ensuring that such an important function was being discharge appropriately. Ironically it was a planning issue that ultimately led to the resignation of the Chief Executive who was critical of the members approach to the planning process and suggested that some councillors were more concerned with 'saving their seats' than meeting policy targets (Walesonline, 2009).

#### **6.5.4.3: Organisational Level**

P9 identified an issue related to the Councils Human capital in leadership positions, in that he felt that the current incumbents may lack the capability to work in the organisation that has undergone and is undergoing considerable change.

"I think it's because the level of fit now is just not there, that if we were to recruit I suppose a whole new CMT now, and everybody was able to leave without any acrimony tomorrow, and therefore start with a fresh sheet of paper you probably wouldn't actually fill those posts with the same skill sets they are currently filled with".

This appears to have been recognised by the senior management team with the introduction of the Leadership Development program and the several attempts to restructure the Council and its

management shedding many of the current post holders during the process.

This is taken further by P4 who introduced the constructs of job preservation and protectionism as general barriers to effective leadership in the Council; this was supported by similar issues raised by the participants during their interviews. P4 said...

"I think one of the things which inevitably comes in the public sector is job preservation that people think of their role and responsibilities still very much in terms of budget they command, the number of people they command and that if there is some erosion in those things, sooner or later their own position will come under threat. And that can make people very, very conservative and defensive about change. I think the challenge in the public sector is to have sufficient leadership at the top of the organisation to break through some of that protectionism".

"I think the problem is unless we do exercise that better leadership we do then get back to arbitrary cuts to make the budget balance and rightly or wrongly. So I think this protectionism almost becomes self-defeating in the end because it actually puts us in a worse position but it is actually very difficult to get people to move from that".

As P4 points out this approach is self-defeating and will definitely hinder the Councils transformation process and ability to meet the challenges it faces. Although these behaviours are not really a surprise when you consider the uncertain times, it is interesting that despite many change initiatives over several years these behaviours still appear to be prevalent. It could be argued that this is an indication of the absence of leadership at the senior level, who have not suitably addressed these negative behaviours or given the staff the confidence to meet these challenges without being defensive or negative.

P8 raises an issue about the organisations, in that he believes that the corporate centre of the organisation is stifling services ability to develop.

"in this organisation, I think there is a lot of power in the corporate centre but stifles service development".

This is taken further by P13...

"Well it's a challenge between how the corporate centre supports service delivery, we haven't got that right yet I don't think."

Only P2 linked leadership at different levels within the organisation despite the complexity and multiplicity of departments, positional layers and services delivered across the Council. P2 stated that,

“For me one thing about leadership is not just at the top, it is at all levels in the organisation you know you see people who you know I can spot as potential leaders and you know I suppose I think of it as people in senior positions obviously for me leadership is about them actually um setting clear direction you know and knowing what they want the organisation to achieve and being able to communicate that to everyone else in the organisation so it’s that clarity so everyone knows what we are about. And operating within a sort set of values that they sort of demonstrate it is through there behaviours.”

This is more in line with more recent theories and philosophy of leadership and aligned with the aspiration to transform the organisation to meet the challenges it faces.

#### **6.5.4.4: Staff Representatives**

It was interesting to see the emergence of behavioural issues being linked to the absence of leadership across the Council in a very large service area delivering many essential functions required by the community.

P5 felt that the behaviours of staff had resulted in an absence of leadership in her response, she explains that...

“Competition, Competitiveness between the managers. It is competitiveness I think, and a desire to bring people down, to be in control of others. I would say certain individuals tend to try to control people as opposed to lead and encourage and that is what brings about bad management I think”.

“I don’t know that he is a weak manager. He has a lot of good qualities and you know he manages a big entity but he can’t always have his finger on every button. He needs to have those people to rely on to assist him and they are not doing that. They are not being collaborative with him; they are not being loyal to him. There is no loyalty there to this individual. So I wouldn’t say he is weak as a leader or a senior manager there’s a tendency to be disloyal to him for personal gain perhaps or status”.

This appears to be linked to cultural issues that have been raised by others in their responses to other questions. It is interesting to note that this department P5 is referring to is led by P8, a participant in the research and that this department has failed to deliver specific statutory requirements in the property department resulting in Board and external intervention despite numerous interventions from the corporate centre, following audits and management reports. This is typical of the Laissez-faire leadership and management by exception behaviours. There are also issues around sickness, absence and Human Resources are involved in an inordinate number of disciplinary hearings and staff turnover in some departments is very high including staff in managerial positions in this area. This arguably not only shows an absence of leadership in this service area, but also at the senior management and Board level for not intervening and taking action to ensure that the services are effectively delivered.

P14 who represents many staff in this area of the Council went on to elaborate on the failure of communication.

“I think it's just a lack of people prepared to communicate their concerns and worries and that's a two way thing. If you don't get the workforce, communicating with the line managers or the supervisors they don't know what's going on”.

Communication is obviously an issue despite the existence of a strategic forum for communication, department forums and Trade union committees who meet regularly. This again could be considered indicative of poor leadership not only here but also at Board and senior management level. It is fundamental for all staff to be aware of the priorities and key issues that the organisation face to ensure that they are all pulling in the right direction. Good communication also helps with the effective engagement of staff to ensure efficient delivery of services. As the statement above indicates neither the workforce nor management appears to know what is going on, which is symptomatic of control and command and arguably Laissez-faire leadership paradigms. This has resulted in the failure to deliver the services mentioned above.

#### **6.6: Power, Culture and Climate**

As this research is carried out in an organisational setting of a local authority, Power, Culture and Climate issues were of interest and several themes relating to these emerged from the data. It is axiomatic that 'leadership' is the most important thing needed to bring about transformational change. Leadership underpins the success of the organisation and its ability to meet the challenges that it has to deal with. The Leadership and managers who run the day to day operations of the Council are expected to model the values, attitudes, and behaviours required to maintain effective and efficient service delivery and ensure welfare and wellbeing of the community and Council staff. Following the analysis of the data enter the concept of 'hubris', what too much power does to people and groups.

P14 introduced influence and power, explaining his position within a political party that has Elected Members within the Council and explained his relationship with these members...

“who sit on the County Council, so I have a direct link to the leader of the group and I'm in regular contact with her. We have two AMs from the Mid and West Wales area who are regional members and I am in contact with them on a regular basis so if necessary or if it ever became essential or relevant, I would be in a position to make contact with some fairly high powered people.”

Again this is interesting when you consider the primary goal of the Council is to provide services to the community, why is there a need for a trade union representative to seek influence, what is the disconnect between, the organisations objectives and staff, the ability to meet these objectives without having to contact some fairly high powered people, internal and external to the organisation? The response from P14 indicates that he feels he has the power to influence the direction of the organisation by lobbying internal and external political representatives.

P2 offered the first insight into the axiom of power in relationships within the leadership team and working relationships. This relates to her experiences during the initial restructuring process. P2 discussed several issues she had with her line manager who was an Executive Director. The researcher wanted to explore this further.

SB “you know the conflict, can you elaborate on the challenge and what the conflicts were and why they were linked”.

P2 first sort reassurances that this would be handled confidentially.

“Yeah I think my director you know is um this is more confidential (absolutely, strictly).

“I mean take the Executive Director for example. I mean at the time my relationship was with the Chief Executive the organisation was going through the change process again then not surprisingly but it was effectively restructuring its senior management team you know so I was working with the Chief Executive. In doing that I wasn't keeping my director in the loop with things, but he was my direct line manager. So I guess not surprisingly that wound him up really you know to the point to which we fell out (laughter) for want of a better phrase really. You know it's, you know I think I have had to work him a bit really you know. From my point of view there are times when I need to work with the Chief Executive, you know, you know we are talking about restructuring the directors and I couldn't be keeping him in the loop on that you know I had to work with the Chief executive on that. You know I soon found out it was a lot easier to keep him in the loop basically on things, you know so in some ways and that has you know improved or relationship things so now I keep him in the loop on everything um you know.

P2 was obviously in an invidious position, having to deal with change in a confidential way. This led to conflict with her line manager, who then made it difficult for her which resulted in her effectively telling him things that were really between her and the Chief Executive. This had a profound impact on P2 who went into detail on how she felt that this negative behaviour, affected her and that this actually taught her a lot about herself and how to deal with things in the future.

“Although it was a negative experience I think it turned into something positive”.

One has to ask the question if a manager who is at the highest level of the organisations leadership structure is exposed to such behaviour by one of the Executive Directors. What does this say about the culture and values of the organisation and may explain the issues around high staff turnover and sickness rates. This is hardly the behaviour one would expect from those in any high office yet alone in a Council which is public service organisation.

Enter macho leadership style and issues around such behaviours introduced by P3.

"Such a macho leadership style within the people and wellbeing BPU. Not only is it not the sort of management style to adopt or leadership style, they actually think that they are brilliant because they have this macho approach which makes it worse. You know you can have someone who thinks well you know I am going to adopt this approach because I need to you know hit my targets or whatever, but they see it as being a virtue that they do it in that particular way which is a bit scary isn't it.

SB "What do you mean by macho"?

"Well it is a cold, hardnosed approach to it. Very much process driven, don't take the people element into account. Treat everybody the same regardless of different circumstances and the context and whatever. You know drive people until you get the last ounce of sweat out of them regardless of the effect you have on people".

"Because they have been given targets and objectives to hit; they are hitting them, regardless of the way they are doing it. They are hitting some of those targets and objectives at the moment. Now I don't think having that sort of style that that is going to be sustainable going forward because people already are leaving the BPU, they have got loads of jobs advertised so I don't think it is sustainable. But it is being sanctioned by the Executive Director concerned because all he is concerned about is ticking the box, meeting the targets you know".

SB Any idea of why that is the case, why is the Executive Director sanctioning it?

"Because I don't think he plans to be around for very long and of course even though it is not sustainable in the medium to long term, he is not going to be around then so in the short term he is hitting his targets, I know it is a very cynical view but then he will be gone and then he doesn't care does he?"

One would have thought that the Council and its leaders would be building structures for the sustainable delivery of services not taking a 'meet targets at all cost' approach. What is particularly disconcerting about the behaviour of this Executive Director is that he is ironically responsible for the care and education services of the Council and one would not typically associate a macho culture in the delivery of these services. This was reinforced by P7 also referred to a macho culture and a culture that is reluctant to change.

"I'm thinking something about leadership culture. Because I think the Council is quite a male, well kind of macho culture. It's a culture that you've got to start and get up to speed from day one. You've got to produce, it's not open and in terms of HR, you know, HR introduced flexible working and there was bloody chaos with all the men, in parts of our organisation people were saying you shouldn't be doing that. It's not forward thinking in that flexible working is about you know, good for the organisation and good for the individual, if you manage it well it balances off individual needs, you get better performance from staff, you draw more people in, the



culture here is very much about no we can't do that, we've never done it that way and that kind of worries me"

"I think you know this particular authority for example is quite a macho style and I think that gets in the way sometimes of actually delivering concerted and corporate actions which would make life so much easier I think for the authority to, deliver some of its aspirations".

Again this is interesting when you consider that P7 is responsible for Adult care services and she feels that there is a macho culture that this is impacting on service delivery.

The view that there was a macho style was not limited to one area as P11 went on to say,

"There is a concern on my part that it is quite a macho culture here and it sort of leads by the loudest voice. And you know I am not an intellectual, but one thing I can do is sit and think of consequence and too often and I think in management teams and think people are just you know trying to outdo each other around here without really thinking about things".

P11 has a long service record in the public sector working in a male dominated section and it is interesting that he feels that there is a macho culture even at his level of seniority within the Councils leadership. One has to ask the question as to why four of the senior management team feel that there is a macho style and negative culture. Taking this further it is interesting to see that they appear to be accepting this and adapting to it as opposed to challenging what is obviously a culture that is detrimental to staff and service delivery.

P6 also introduces power and arguably the misuse of power in relation to the reorganisation of the administrative support into a central Business Performance Unit. This was an initiative to improve efficiency across the organisation and was resisted by many leaders who used innovative ways to prevent administrative staff in their areas being transferred to the new department. One such example of this behaviour is given by P6.

"You know changing staff job descriptions, if it has admin in the title, then you know it will be BPU. Instead of looking at the concept and how we can make it work better. It is no we don't want that to go to someone else, very you know empire scenario, being very parochial."

This demonstrates the silo mentality that appears to have built up and arguably the lack of leadership in allowing this behaviour to persist.

#### **6.7: Relationships and Extra Effort**

The question related to obtaining or giving extra effort was quite clearly linked to relationship with others.

P10 was clear in his response to this question,

"I think it is a mutual thing really. It is for mutual benefit. It is about respect. It is about honesty. It is about being able to work with somebody. It is about getting that feedback from them and the same sort of response you are giving them really".

It is interesting that this statement from P10 relates reciprocity, honesty and leaders follower relationship in obtaining extra effort from his staff and that it is a two way process.

For P3 it relates to,

"Building trust really isn't it I think. I can't say there is a lot of trust of some of the managers in the organisation really. I think it is about building trust, that is when you know, will go that extra mile for people really".

P3 introduces the need for trust to obtain extra effort and points out that there is not a lot of trust between managers in the organisation. This is interesting as it appears to infer that people will only go that extra mile for those who they trusts and as there is a lack of trust then this may mean that people are less likely to go that extra mile.

For P14 it is,

"Simply by proving to me first of all that they're worth putting that extra effort in for."

This statement from P14 is a personal judgement by him I assume based on his values on worth of an individual. I assume that if he feels that the individual meets his values then he will go that extra mile. It does not appear to relate to anything related to what the extra effort is needed for such as to a service or meet a target. It appears to relate to his relationship with the person and if he feels that person is worth it he will go that extra mile in any regard. This appears to be associated with the political activities of P14 as opposed to his role in the Council.

For P5 it is similar it is simply reciprocity,

"I think that boils down to it is a case of, it is usually you do that extra bit for those people who would do the same for you"

P1 relates extra effort to his position as an Elected Member and serving the people in the community that he represents.

"People in my ward, they are the ones who would vote me in and vote me out".

He is mindful of the implications if he doesn't put in the extra effort in that he would potentially loose votes, which is arguably another reciprocal arrangement albeit a political and possibly selfish motive from his point of view. This appears to be more aligned to his political ambitions as opposed to

improving the lot of his community.

For P9 it is much more personal and relates to the staff in his area of responsibility.

“My staff absolutely because actually they give so much”

This response is interesting in that it also appears mutual in that his behaviour has had a big effect on his staff and P3 who said in response to how exceptional people stand out she responded “By his behaviours. The way he goes about things. Not about what he does it is the way he does it and I think if you speak to anybody within the area P9 is responsible for. You know his staff, they all think the world of him and they don’t have a bad word to say about him. I think that says it all really”.

SB What do you mean his behaviours. Can we just expand on that?

“Well he is very inclusive in the way he manages. Like I said to you he is very honest and you know he has got a lot of integrity, he won’t bullshit. And I think people respect that you know”.

This not only indicates a reciprocal relationship between leader and the staff he leads but also a leader and their peers. The leadership approach of P9 appears to include many of the factors related to the transformational paradigm in that he inspires followers with a strong motivational force. This is also implied in his value laden responses and often negative view of the present state of the organisation.

“I think that motivation of the organisation at the moment at management level is about as low as I have ever seen it, at the senior level of the organisation and putting one’s finger on that is quite difficult and if that’s what you’re asking me to do as a personal opinion, I think It’s around those issues we talked about. I think that if you don’t have mutual trust and mutual respect it’s very difficult to be highly motivated in that situation when you’ve got lots of threats and challenges coming forward”.

This was one of many responses along similar lines from P9, painting a less than positive view of the organisation and culture at the time of the study.

#### **6.10: Chapter Conclusion**

From the analysis of the semi-structured interview data, it is interesting to observe that many of the participants only focussed on their own areas and did not appear to think of leadership of the organisation as a whole. This appeared to be particularly the case for the nearby leaders, who appeared to focus on their own departments. The more distant leaders such Executives, Elected Members and staff representatives appeared to be far more aware of the organisation as a whole when giving their responses to the questions. This may not be a surprise due to the size and complexity of the organisation and wide range of services that the organisation delivers and provides the community; however it is arguably perpetuating a silo mentality in the Council. This is

compounded further by the external drivers of service delivery, from legislative requirements and the standards related to services such as the care provision, education, waste services and enforcement responsibilities. These requirements are mandated by National and the Welsh Assembly Government and are arguably increasing demand on human and financial resources and these pressures appear to have resulted in departments having to fight for their budget from diminishing Council budget allocation. Then there is the provision discretionary services such as leisure, youth and community services and other services that the Council provides and the community has come to expect.

The Council is required to have a strategic plan and it is surprising to the researcher that the participants who were Executives and Elected Members would emphasize the need for strategic planning and decision making giving clear direction to the Council. However this did not emerge, quite the opposite with many of the participants crying out for this and surprisingly the staff representatives appeared to be more aware of the bigger picture than the other participants. A large percentage of the participants appeared to be very parochial in their views, mainly relating their responses to their area of responsibility. Many of the participants felt that there was a lack of direction and problems with Members in relation to decision making and direction.

Another interesting outcome was that the traditional constructs of vision, charisma, transformation, strategic, direction were only raised by a few of the participants. This gave the researcher the impression that the participants viewed the Councils activities as transactional and they were not really in a position to transform the organisation to meet the challenges that it faces and deliver an improved and efficient service. This was a surprise considering the positions that the participants were in, it appeared that several of the participants were weary of change, with only a few indicating that addressing these challenges would be a motivating factor for them. This was interesting when revisiting the participants MLQ (5x) profile as this appeared to support the fact that few of the participants possessed the optimum profile for that of a transformational leader. However there was also a dichotomy here as some of the participants who appeared possess a less than optimum profile namely P9 and P2 who were the only participants who mentioned transformation in relation to the organisation and P2 expanded on this to include the desire for a sustainable organisation.

Another interesting finding that emerged from the data which may not be a surprise to those working in a Council setting was that the way the organisation is structured with the Board of Elected Members, Full Council of Elected Members, Executive Directors, Senior Management team, Corporate Management team and Department Management all appearing to have a slightly different agenda and role. It was clear from the participants' responses that this is causing a barrier and lack of clarity in organisational priorities and direction which is making the transformational change process required difficult if not impossible to achieve. P1 as an Elected Members indicated that leadership was lacking from the Board and P7 asked the question "who's leading this organisation, is it the officers or the politicians because I don't think anybody knows at the moment".

Others participants indicated that issues around politics, macho style, just reaching targets all of which were issues across the Council. Some of the participants identified an absence of leadership in individual departments such as HR, operational services and planning with P13 indicating that he felt

that there were one, two, three, four, places, where leadership was lacking. The question is surely why is this still the case, despite what has been a major restructuring that has taken place over several years.

The participants gave their opinions on what should be included in a leadership course for Council leaders. Their responses indicated that they felt that this is a combination of theoretical and practical knowledge and experience and practice. This has been compiled and is included in the appendices of the thesis. This is again an interesting finding of the research as this could be used together with the outcomes of MLQ (5x) profile to develop and enhance the leadership capabilities of individuals and the leadership capacity of the Council.

It appears that the existing Council leadership arrangements are not conducive to transforming the organisation. In fact from several of the participants responses that the culture and behaviour of some of the leaders lacked the moral character and virtue one would expect from a leader in a public sector organisation such as a Council. There is tangible evidence to demonstrate the negative impact that this lack of a moral compass is having on the organisation with a high staff turnover, high sickness and absence levels. All of these issues impact on the organisational efficiency and delivery of services. One is left to ask the question, what is needed to address these issues to bring about the transformation of the Council needed to ensure that services are delivered effectively and efficiently.

The present Council leadership arrangements mean that there is the potential for members to make decisions based on political lines, leaders supporting or not, decisions are arguably based purely on their serving their own purposes or retaining power and budgets. There was no evidence of strategic leadership in the Council and paradoxically it is hard to see with the present structure and culture how the Council will be able to transform to meet the challenges it faces. This leads to the possibility of external intervention from the government to implement changes to the way services are delivered including the public sector being forced to share services and potentially join Councils together. The findings indicate that there is no one theory of leadership that applies to a Council leader, with the participants having diverging views and it appears that the factors and behaviours of many of the existing leadership theories are present to a greater or lesser degree.

These findings from the analysis of the interviews and MLQ (5x) questionnaire will be discussed in greater detail in the discussion chapter 7.



## **7.0: Discussion of research findings**

### **7.1: Introduction**

This chapter will discuss the primary interpretations, derived from analysis of the qualitative and quantitative data obtained from the participants' responses to the MLQ (5x) questionnaire and semi-structured interviews as presented in the preceding chapters. This chapter will present the main interpretations derived from the analysis and relate these to the research questions and research aim. The chapter will be organised into sections, including sub-headings relating to salient points that emerged from the analysis.

The first section will relate to and discuss the predominant themes that emerged from the participants' data in relation to the taxonomy of Council leaders and leadership.

Section two will investigate further, comparing and contrasting the findings to the main theories and leadership paradigms. This section will draw on the participants' responses and compare with existing leadership theories to explore typologies attempting to establish the predominant leadership paradigm for this Council.

Section three will discuss the findings from the participants' responses to MLQ (5x) questionnaire and compare this with the optimum profile for a Transformational leader.

Section four will relate the findings to the research questions and discuss how the research findings inform the understanding of leadership in a Council setting. In addition to this the contribution that this research makes to knowledge and practice is presented and discussed. The final section will compare and contrast the findings of this research with that of Kan and Parry (2004) in their research on leadership and bring the chapter to a conclusion.

The research presented in this thesis is located in the organisational setting of a Council. The Council has been subjected to considerable changes in its organisational structure and operating environment before and during the time this research was conducted. The participants have all been involved in these changes to a greater or lesser extent and this experience has no doubt shaped some of their responses. To recall one of the motivations for this research has its roots in a lack of a systematic understanding of leadership in a Council setting with its complexity of organisational structures and the diverse range of services delivered.

The work presented spans over a period when the Council is attempting to transform itself from the current state of affairs; where it is perceived as being inefficient and not able to meet the challenges that it faces; into an organisation that is fully integrated, efficient and one that can meet the unprecedented challenges it is and will continue to face going forward. This thesis will argue that these challenges are *unparalleled* and relate to a significant reduction in the financial settlement it receives from the Welsh Assembly Government, an ever increasing demand and expectation for the services it provides to the community that it serves.

In this section the intention was to put the participants' responses into context by designating the participants as either 'distant' leaders i.e. Top level or close/nearby leaders i.e. an immediate leader such as line manager/supervisor (Alimo-Metcalfe and Alban-Metcalfe, 2005) leaders to explain their leadership position and relationship within the organisation. The use of the nearby/close leader refers to a leader that is closer to staff, in that they lead a function such as a service area or department. Distant leader refers to a more senior position within the organisation who are more remote from day to day contact with staff, such as the Executive Directors and Elected Members. This designation is not intended to separate the positions in a demeaning fashion or deem one response more important than another, it is to ensure clarity and allow the reader to place some of the comments in context within the discussion. However on analysis of the participant responses there was no significant variation or difference in the content of the responses arguably highlighting a lack differentiation between the nearby/close and distant leaders and their views. This finding may be of particular interest to those in the leadership research environment who may have anticipated that those in distant leadership positions would be focussed on strategic and transformational issues (Bass & Avolio, 1994, Alban-Metcalfe and Alimo-Metcalfe, 2005), contrasting with nearby/close leaders being more absorbed with day to day and more transactional issues (Bass and Avolio 1994, Alban-Metcalfe and Alimo-Metcalfe 2005), however this did not emerge as the case during this research.

## **7.2: Leadership and vocabulary**

The vocabulary used and associated with leadership is entwined with certain words embraced by researchers, seeking to locate the process of leadership within a certain paradigm (Shotter, 2010). Often a word or group of words are used to articulate new insights into leadership and become synonymous with a particular leadership paradigm, such as Transformational, Servant, and Situational etc. Words and the context in which they are used are important consideration for sense making and sense giving around leadership issues in the public sector (Bartunek et al 1999). The researcher was interested to explore if the vocabulary used by the participants was associated with any particular leadership paradigm. When analysing the vocabulary the participants used in their responses to the interview questions, no real consensus on words that represented leadership to them as a group in a Council setting emerged. As mentioned earlier in relation to words that relate to the plethora of theories leadership such as charismatic and transformational (Burns, J.M, 1978, Bass, B. M, 1985 Conger and Kanungo, 1998, Bass and Avolio., 1993, Antonakis, Avolio, and Sivasubramaniam, 2003, Kark et al, 2003), Trait (Bass, 1960; Bird, 1940; Stogdill, 1948, 1974) Contingency (Fiedler, 1964) Situational (Hoy and Miskel, 1987) these were mentioned infrequently and when mentioned were not always related to leaders or leadership.

Some of the participants such as P13, P11 and P4 referred to leaders being born and used examples such as Alexandra the Great and Napoleon which relates to 'Great Man' theory (Carlyle 1840, Bernard 1926 and Stogdill 1948) but very superficially and interestingly none indicated that they encountered this type of leader in their Council careers. Similarly words associated with Servant leadership theory (Greenleaf 1977 and Prosser 2007) such as to serve, were also conspicuous by their absence. In relation to the emerging paradigm of sustainable leadership (Fullan 2005, Hargreaves and Fink, 2005), only P2 mentioned a need for a sustainable financial position, sustainable in terms of



improvement, in terms of a stable workforce. This arguably highlights an absence of any association with one of the most important and often neglected aspects of leadership, sustainability.

Only charismatic and charisma were mentioned in relation to a leader and leadership with any degree of frequency. The fact that the vocabulary associated with leaders and leadership of the participants was so limited was a surprising finding when you consider the fact that all the Council officers had recently attended a comprehensive leadership course, which covered leadership and leadership theories in detail. In addition to this many of these officers indicated that they have attended numerous formal and informal academic and development courses during their careers, some in the military yet they did not appear to relate to any of the traditional leadership theories or associated vocabulary to any degree. This raises several questions in relation to leadership education and development for public servants.

1. How effective was the recent and very expensive leadership development course?
2. How effective is the teaching of leadership in academic courses?
3. Finally what formal leadership training and development do Council officers and Elected Members have?

In relation to the first question, arguably this does not appear to have been effective with very few of the fundamental principles of leadership emerging from the data. Some of the participants commented that in some aspects of the course was good, however they did not recall or reproduce the themes covered in the course in their responses. The fact that the participants did not relate to some fundamental requirements of leadership to any extent, begs the question about the quality of training and development they have received. There are some words that are arguably inextricably linked to leadership and the leadership process that one would have assumed would have been used far more frequently.

Table 12 presents a list of words that are associated with leadership and leadership styles (Dent 2003). This again highlights the limited vocabulary of the participants in relation to leadership and the leadership process and is indicative of leadership styles that prevail across the Council.

**Table 12: Leadership vocabulary and associated styles**

<b>Directive Style</b>		<b>Coaching Style</b>		<b>Influencing Style</b>		<b>Collaborative Style</b>	
Charisma	6	Encourage	14	Confident	0	Sociable	0
Tell	21	Facilitate	0	Intuitive	0	Co-ordinator	0
Control	14	Listen	11	Visionary	0	Team-player	0
Structure	17	Developer	4	Networker	0	Encouraging	8
Authority	93	Empower	0	Persuader	0	Dependable	0
Focus	23	Supportive	10	Assertive	0	Sincere	0
Decision-Maker	0	Self-aware	0	Change-agent	0	Trustworthy	1
Responsible	5	Praise	0	Results-focussed	6	Conscientious	1
Opinionated	0	Adaptable	0	Catalyst	1	Open-minded	0
Ambitious	3	Understanding	17	Convincing	3	Considerate	
Total	182		56		10		10

Source: Adapted from Dent (2003)

- Directive.** (Col.1) - leaders who take control, make decisions and are self-reliant
- Coaching.** (Col.2) - leaders who focus on developing and involving others.
- Influencing.** (Col.3) - leaders who are confident in their own ability, convincing and drive to achieve.
- Collaborative.** (Col.4) - leaders who create harmony and work with and through others.

Only values, communication, deliver and influence emerged with any frequency and direction was the word used most frequently apart from leader and leadership. It is apparent that the participants overwhelmingly used words that relate to “leaders who take control, make decisions and are self-reliant” which is associated with an autocratic leadership style as opposed to a transformational style.

Delving back into the literature and theories of Transformational leadership (Bass and Avolio, 1997, Bass, and Steidlmeier, 1999, Avolio and Bass 2002, Alban-Metcalfe, and Alimo-Metcalfe, 2007) and Servant leadership (Greenleaf, 1970; 1977; 1998; Prosser 2007), it is apparent that the participants vocabulary did not relate to these leadership paradigms, despite the fact that they are in effect public servants and the organisation has and is still undergoing a transformational change. To serve only emerged twice in the participants responses to the interview questions. This again was interesting all the participants work in public service, in one form or another to effectively serve the public. Yet they did not relate leadership to serving, even more surprising is when one considers the role of an Elected Member who is there to serve the community. One may have assumed that to serve would have been conspicuous in their responses, however serving the community was only mentioned once by one of the members.

Arguably the use of a word such as transformational to describe leadership is of little value, it is a compelling phrase that is often used by consultants to build well-ordered models of leadership, without relating these to the tenets of the transformational leadership paradigm (Wolinski, 2010). There are also questions if all the dimensions of the transformational leadership paradigm which originated in North American studies are similar to those of UK public sector organisations (Alimo-Metcalfe and Alban Metcalfe 2001:4). However one would have anticipated that words describing the behaviours associated with transformational theory and the other leadership paradigms would have emerged more frequently. These have long been associated with leading and leadership and are arguably a fundamental element of any leadership or management development course (Gill 2007:3). The recent leadership development course attended by the majority of the participants including the researcher was focused on the work of Alimo-Metcalfe and Alban-Metcalfe, (2005) 'Leadership: Time for a new direction? which is laden with vocabulary associated with the transformational and servant leadership paradigms. The research, the course material and presentations were constructed using words associated with the transformational and servant leadership paradigms. Arguably what training and development that has taken place has not been effective and this may explain in part why this change process has taken so long and there are so many issues facing the Council leadership which will be discussed later in this chapter.

In relation to a contribution to practice emerging from the data, were words that described what the participants wanted from leaders and leadership in the Council. They wanted leaders and the Council leadership to give clear direction (see the quotes from P9 and P7 on p155 and those from P14, P3 and P10 on p156), communication (see the quote from P14 on p166) and clear organisational values (see quote from P9 on p155, P3 p156 and P2 on p165). They wanted the leaders and leadership to be able to influence, deliver, and have clear strategic priorities with the motivation clearly important. These words were the most frequent to emerge from the transcripts (see table 11, p153) and what some of the participants felt was missing in Council leaders and leadership. One area of particular interest was an apparent lack of organisational values and trust the participants had in the leaders of the Council. It was obvious that several of the participants felt that there was an absence of values at an individual and organisational level (see quote from P9 on p155, P3 p156 and P2 on p165). The absence of clear values appeared to be a major concern to several of the participants who appeared to be very uncomfortable with this present situation and the absence of these are also indicative of a lack of transformational leadership, as moral values are a key factor associated with this paradigm (Burns 1978).

All these raise important issues when one reflects back to the UK's aspiration to have a public service that is 'fit for purpose' and "to improve public sector leadership there must be a clear vision which articulates shared aims and public values (Brooks, 2007:3). The findings demonstrate that the Council does not meet the criteria for a public service that is 'fit for purpose'. Action is required to improve the leadership of the Council and address in the absence of several of the points identified by Brooks (2007) and paradoxically so eloquently illuminated by the majority of the leadership of the Council, the participants themselves during their interviews.

### **7.3: Leadership but not as we know it**

In an attempt to give the reader an understanding of the present complex structure of leadership in the Council and the multifaceted relationships with both internal and external stakeholders a diagram is presented in Figure 9. This will hopefully go some way in explaining the complexity of the organisation, ambiguity around who is actually leading the Council and the challenge to transform the organisation. The fragmented hierarchical structure of the Council does not make it easy for one to identify who is actually leading the Council; this emerged from many of the participants' responses (see quote from P7 p172). Is it the Board, Full Council, Members, Executive Directors, Corporate Management team, Senior Management team, Welsh Assembly Government? This is arguably even worse in relation to Education and schools, where there is the school leadership (Headmaster and their management team), school Governors, the Councils Head of Schools and 'Estyn' who inspect quality and standards in education in Wales. This is similar for Children's Services and Adult Care who are also closely monitored by 'Care and Social Services Inspectorate Wales'.

There are Board members consisting of Elected Members and Executive Directors. There are Elected Members who are also portfolio holders and are responsible for certain areas such as Education, HR etc, and these report to the Board and Full Council. Then there is the Executive Management team consisting of the Chief Executive and Directors who interrelate with the Board, Full Council, Welsh Assembly Government and Senior Management team etc. You then have the senior management team consisting of Heads of Service who are supported in their respective departments by another layer of Heads of Department. These are then supported by an array of supervisors and a whole plethora of senior positions and team leaders throughout the Council. The diagram also attempts to show complex relationships between internal and external agencies that have an influence on the decisions and direction of the Council. The arrows are an attempt to show interrelations between departments and the Councils leadership. Some departments are cross functional such as HR, Finance, Payroll, Occupational Health and Safety and will provide support to all the other departments of the Council.

**Figure 8: The Councils Complex Leadership Structure**



**Colour Key:**

- Red, can arguably be considered external influenced to the Council.
- Green, a mix of Council officers and Elected Members
- Yellow, Chief Executive and Executive Directors
- Blue, Heads of Service (who sit on Corporate Management team CMT)
- Orange, Heads of Departments (who also sit on the senior management team SMT)
- Purple, with a range of positions including Department manager's supervisors, Forman, team leaders, and senior positions.

#### 7.4: The leadership arrangements within the Council

This ambiguity around the leadership of the Council has arguably resulted in a lack of clarity of purpose and direction for the Council and its staff, so clearly illuminated by the quote from P9 ...

“The other issues around CMT, the Board, EMT, people are still fighting for their empires either to increase them or defend them and I think that is really deep barrier at the moment to moving.”

There are numerous participant testimonies which make statements are along similar (see another example from P7 testimony on p172). As mentioned earlier public services are not businesses but they should definitely be run in a professional manner in terms of quality and value for money (Paine Schofield, et al 2008) and need to be ‘fit for purpose’ (Brooks 2007). There is little tangible evidence of the display of behaviours associated with the transformational leadership paradigm (Bass and Avolio 1997) in the majority of those in leadership positions in the Council (see chapters 5 and 6). The leadership is without doubt failing to provide a clear vision for the organization and staff, that will inspire a sense of direction and instilling pride in their work (Bass and Avolio, 1997, see participants quotes on p155, 156). There is also little evidence to support other leadership paradigms such as Servant Leadership (Greenleaf 1970, 1977) or other approaches to public sector leadership as espoused by Alimo-Metcalfe, and Alban-Metcalfe, (2005). The participants’ responses appeared to be crying out for a Council leadership structure and style along the lines of the transformational paradigm or the European version espoused by Alimo-Metcalfe, and Alban-Metcalfe, (2005) (see quotes from the testimony of P3, p155, P9, p155, P10, p169 and P2, p165, to mention a few). Following this approach will arguably allow transparency and clarity of purpose to ensure that the organisation and its resources are focussed on delivering its primary function namely services to the community. Ironically this was the approach to leadership that the Councils leadership development course espoused as the approach that the Council leadership should be following. As mentioned there was little evidence of this approach to leadership despite the fact that the Executive Directors and numerous officers completed the course up to two years prior to this research.

Revisiting the literature, Brookes (2007) plainly points out that UK government wants a public sector that is fit for purpose and that there is a clear vision where everyone has access to public services that are efficient, effective, excellent, equitable, empowering and constantly improving. Arguably there is sufficient evidence provided by the participants and the Welsh Audit Office reports referenced throughout this thesis, to show that these are largely absent in many areas of the council. Rather than focusing on dialogue and collaboration to achieve these services, the predominant characteristics of the leadership is hierarchical power, which appears to have resulted in silos that effectively act as a barrier to prevent working across the organisational boundaries within the Council (Brookes, 2007). This is arguably perpetuating in a cycle of repeated reorganisation and change programmes being implemented and failing to deliver the intended object, so clearly demonstrated by the participants in relation to the Business Performance unit and the innovative approaches being used to make this change fail (see the quote from P6 on p169).

Along similar lines, the lack of strategic leadership is arguably highlighted by the following statement from the Auditor General for Wales Mr. Huw Vaughan Thomas, in his letter, *Improvement Assessment: Including Corporate Assessment Update*, to the Councils Chief Executive,

“The Council had 205 identified projects, 70% of which it was attempting to deliver simultaneously. The programme at this scale could not be managed or resourced effectively, leading to projects taking 20 months to deliver and significant resource conflict” (Welsh Audit Office, 2011:4).

Where is the strategic leadership in identifying the priorities of the Council and why are they not intervening to ensure projects are completed in a timely manner (see the quote from P11 p162). The letter goes on to identify other many other problems including such as weaknesses in programme management and also pinpoints an absence of corporate ownership related to performance management throughout the organisation (Welsh Audit Office report, 2011). This arguably still highlights leadership issues despite a change program that was initiated in 2006, where all of these problems were identified and a radical restructuring of the Council and leadership implemented and appears to be still ongoing.

With the various shortcomings associated with the leadership of the Council identified by the participants and considering the unprecedented challenges the Council face, there is arguably a need to change the way the Council is led to meet the criteria laid out by Brooks (2007). The conceptual strategic leadership model presented below has been developed following analysis of the participants' responses and the extant literature. This model sets out a contribution to practice and knowledge of this research by integrating existing theory with the research findings, leading to the development of a conceptual model for the leadership of the Council. The aim of this model is to enable the leadership to facilitate the transformation of the Council and therefore its ability to deal with all the challenges that it faces and to meet the UK Governments expectations of a public service that is fit for purpose (Brookes 2007).

The model presents a holistic approach to leadership for the Council and will enable a corporate approach that differentiates between statutory and discretionary services, which will give clarity to all staff and the community (DCLG, 2006, Brooks 2007). The model will give clarity as to who is actually leading the Council and to give transparency to the relationship of the leadership, with the Elected Members to ensure the efficient deployment of financial and human resources. This will be achieved by utilising a much flatter structure with a focus on efficient delivery of community based service delivery and in a much more collaborative way.

**Figure 9: Conceptual Strategic Leadership Model**



The above model is a suggestion of the components required for effective leadership in a Council and could be used as a basis for developing a much flatter structure, than the complex structure with the plethora of layers and hierarchy. This will also allow the leadership to exploit synergies with other public sector organisations such as corporate services of HR, Payroll etc. A flatter, leaner and less complex structure will enable decisions to be made quickly and implemented efficiently, which will ultimately have the potential to deliver significant cost savings and help improve clarity of direction to staff and the community (Fowles, 2010; Radnor 2012). This will also help achieve one of the objectives of the Councils Workforce Strategy for the 2011-2015, by reducing the size of workforce due to fiscal pressures (Welsh Audit Office, 2011). The rationalisation and prioritisation of projects will also ensure that they can be delivered in a timely and efficient manner. It will also help to ensure that all staff understand what is required of them in relation to the Councils Change Plan (Welsh Audit Office, 2011:10).

The cost savings will be achieved by reducing the multiple layers of management positions, with superfluous positions being made redundant and improving efficiency by reducing bureaucracy associated with the present multi-layered structure, multitude of departments and silo mentality. This will arguably make the leadership of the Council much leaner and allow them to set a clear vision, direction and ensure that their message gets through to the staff by removing potential barriers as they will be much closer to the staff, service delivery and therefore more accountable. This could be an area for further research and testing of this conceptual model.



Exploring the leadership literature further, it is clear that much research has been carried out seeking to offer generic leadership theories and models that seek to use many of the same constructs to explain leadership across different organisational levels (Zaccaro and Klimoski, 2001). This does not consider or contextualise leadership situated in a complex organisation as a Council. Clearly emerging from the data that no one model or theory has been clearly identified as the prevalent paradigm in Council, rather a complex mix of many of the components of traditional theories emerging one way or another. The participants responses in relation to leadership theories are now compared with the behaviours associated with transactional, transformational and non-leadership and servant leadership paradigms.

#### **7.5: Transactional Leadership Factors**

The behaviours associated with the transactional leadership paradigm of contingent reward, Management-by-exception (Active), and Management-by-exception (Passive), (Bass and Avolio, 1997) will be related to the findings of the research. In relation to contingent reward these behaviours were very evident, as many of the participants were clear on what had to be achieved and what interactions and rewards they would give and obtain for achieving these. Similarly Management-by-exception, (Active) behaviours were evidenced by some of the participants who indicated that they monitored the performance of their followers/teams. Whilst this may appear appropriate, what emerged was they do not appear to focus on implementing corrective actions when standards were not met, as clearly evidenced by the issues raised with the Welsh Audit Office (2011) in relation to ownership of performance management. In contrast the Management-by-exception (Passive) transactional behaviours were not evidenced to any significant degree by the participants.

#### **7.6: Transformational Leadership Factors**

In relation to the behaviours associated with the transformational leadership paradigm of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individual Consideration and Laissez-faire non-leadership (Bass and Avolio, 1997) are related to the findings in the following paragraphs. Idealized Influence behaviours is associated with the leader providing a clear vision for the organization and staff inspiring a sense of mission and instilling pride in the work this has not been evidenced to any degree in the data. This behaviour is claimed to enable the leader to gain trust, respect and confidence from the followers. The participants responses indicated that these behaviours appeared to be largely absent across many areas of the Council. The absence of idealized influence behaviours and absence of these feelings may arguable confirm the correlation between the Idealized Influence behaviours and transformational leadership.

Likewise with Inspirational Motivation behaviours, were not evinced to any great degree and only really appeared to be evidenced in the leadership behaviours of P9 and supported by the responses of P3 who indicated that P9 was held in very high esteem by the staff in his service area, staff representatives and others in his peer group. This behaviour is associated with the leader transferring his high expectations, focusing on the efforts required to deliver for the organization. It is claimed that this results in enthusiasm and optimism and assists followers in envisioning future possibilities.

The behaviours associated with Intellectual Stimulation did not emerge from the participants' data to any extent. This factor is associated with the leader identifying problems with his team in new ways, with the aim of developing new solutions to solving these problems and promoting creativity. It is claimed that subordinates are more likely to buy into the solutions that have been identified as they have had input into the process. This is anecdotal evidence to suggest that P9 is applying this approach in his area of responsibility using innovation and problem solving to enable the Council to move ahead with developing and implementing new and innovative initiatives for efficient delivery of services for the community. Examples include integrating community leisure facilities within schools across the County.

In relation Individual Consideration behaviours, this only emerged mainly in the responses of P9 and to a lesser degree P2. This factor relates to the leader giving each person individual attention and they will give them coaching and assistance as part of their own leadership development.

Finally relating to Laissez-faire leadership behaviours, which is classed as a non-leadership component as leaders do not accept their responsibilities, resulting in them often being absent when needed (Bass and Avolio, 1997). There appears to be several examples of this of this style of leadership in the Council and this has been evidence in relation to some significant issues that the Council face for example the job evaluation project; service areas inability to deliver projects mentioned earlier (WAO, 2011). Other tangible examples are facilities and building maintenance failing to carry out statutory inspections which exposes the Council, staff and community to unacceptable levels of risk.

The behaviours and views associated with the 'Servant Leader' paradigm (Greenleaf, 1970; 1977; 1998; Prosser 2007) were again conspicuous by their absence which was particularly surprising finding when one considers that this research was carried out in a public sector organisation whose purpose is to provide services to the public. The only reference the participants made to service was an occasional reference to service delivery. P13 indicated that he was there to serve the people of the Council for a price, but did not promote the main tenets of 'Servant Leadership' "The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first (Greenleaf, 1970; 1977, 1998).

The only participants to reveal some of the servant leadership concepts in their responses was P12, an elected Independent Member of the Council and P14 a senior Staff Representative. P12 appeared genuinely focussed on the changing the Council to improve the services it provides to the community whilst ensuring the well-being of the staff. Her role on many project groups and initiatives such as the Corporate Health Standard is a testament to this fact. P14 was again committed to serve his membership and the community, as a Council employee, trade unionist and political activist. The lack of responses aligned to those of the servant leadership paradigm was a surprise and would be worthy of further exploration and could potentially be used in development and selection processes as one would anticipate that a leader in an organisation serving the public and community would be motivated to serve them before themselves.

### **7.7: Encouragement and Engagement a Relationship-Based Approach to Leadership**

In relation to the meaning of leadership, some of the participants mentioned encouragement and engagement, leadership (see the quotes from P5 and P10, p159). These arguably introduce a 'Relationship-Based Approach to Leadership'. Leader-member exchange theory advocates the leader and each individual member of a work group have a unique "dyadic" relationship (Graen and Cashman 1975 and Grain 1976). To explain this Graen and Cashman (1975) devised the term vertical dyad linkage (VDL). This theory suggests that leaders give more positive tasks to members who they feel support them. The in-group consists of a small number of trusted followers with whom the leader usually establishes a special higher quality exchange relationship (Krishnan 2005:15). The characteristics of dyadic relationships of trust, respect, mutual obligation and reciprocal influence between leaders and followers did not emerge from the majority participants' responses in relation to typical VDL.

However what emerged was certain departments and their leaders in the organisation appeared have a VDL relationship with the Executive Directors. This relationship occurred where the Director appeared to have an affinity with these departments or felt they were more important than others in relation to reaching specific targets that were assigned to him. This has manifested itself in one Executive Director effectively turning a blind eye to the inappropriate behaviour of a leader (head of service) in one area, as they are reaching the targets that they have been set and which he has agreed with the Chief Executive so his performance is effectively measured against these. The subordinate leader is being effectively encouraged to achieve the targets regardless of the consequences and both are effectively being rewarded in return. The Director meets his agreed targets and receives his bonus payment and satisfies the Chief Executives expectations, the leader of the department meets her targets, appears to be an achiever and is rewarded by status and the perception that her approach is the correct one to follow. She has encouragement and support from the Executive Director to help meet the targets he has been set.

"But it is being sanctioned by the Executive Director concerned because all he is concerned about is ticking the box, meeting the targets you know" (P3 transcript in relation to the question where is leadership lacking).

The fact is her approach is arguably only be sustainable for a short period, as there is a significant body of evidence to indicate that this is having a detrimental impact on the staff and staff morale, with high levels of stress, sickness, absence, staff turnover and many staff are looking to leave this service area. When P3 was asked why this was being allowed the simple answer was that he (the Executive Director) wouldn't be around for long and therefore he was only looking at short term results, as others would have to deal with the consequences, hardly ethical behaviour one would argue. In this area the leader was given the Directors encouragement and support in return for her achieving his targets. P1 also appeared to have a similar dyad link with the ward that elected him in the community, in that he would serve and engage with them and they would encourage him to meet their requirements by voting for him as their Elected Member, in return, this is arguably another form encouragement, engagement, social exchange and dyadic relationship.

In relation to dyadic relationships at the other leadership levels of the Council, unlike the traditional vertical dyadic relationships (Dansereau, et al; 1975; Graen & Uhl-Bien, 1995; Hui-Chin Chu et al 2011; Rosse and Kraut 1983) there appeared to be a very strong horizontal dyadic link between leaders in the senior management team, arguably strong friendships and peer groups. Indeed different sub groups existed in the Council leadership, who held each other in high esteem and possessed the characteristics of a dyadic relationship with taxonomy of trust, respect, mutual obligation and reciprocity (Graen and Uhl-Bien 1995). In contrast they did not appear to trust their leaders or some others in their peer group (see the quote from P3 p170). This has the potential to be a negative influence for Council leadership, as these relationships could effectively act as a barrier to communication (Mayfield and Mayfield, 2009) and difficult to consistently maintain their objectivity which has the potential to hinder progress as individuals may only receive encouragement, engagement and support for initiatives or ideas put forward by those colleagues they have attached this link with (Boyd and Taylor, 1999). Evidence to support this emerged in several of the participant interviews and can be found in the transcripts such as, the barriers put up that hindered the restructuring of the administrative support functions (see quote from P6 p169) and the confirmation from P10 that there were people at his level he wouldn't confide in during his interview. Reciprocity is discussed later in relation to attaining extra effort.

### **7.8: Absence of Leadership**

The participants identified an absence of leadership in distinct areas, some identified it at a membership level (see quotes from P13 and P1, p161, P7, p162) others at organisational (see quote from P7 and P13 p164) and department level such as HR (P11, p162) and at an individual level within departments (see quote P12 p163). What was interesting is no one took responsibility for this, P14 identified that there was an issue with leadership in one, two, three, four areas of the Council. P7 and also P2 painted a less than flattering picture of leadership in her responses and P1 as a Board member, identified an absence of leadership at Board level of the Council.

The consequences of the absence of leadership is tangible with the Council receiving a prohibition and ten Improvement notices issued by the Health and Safety Executive in relation to failing to discharge their statutory duties (HSE improvement and prohibition database). The Council had to initiate an emergency Board report as a result of failing to maintain equipment in leisure centres, resulting in the pool having to be closed as it posed an immediate safety risk to the public. There are also strong indicators of cultural issues with the workforce losing 500,000 days absence over a three year period, this equates to a rate of 59 sick days per member of staff, per annum. When one calculates the cost of this at using a very conservative employment cost of £85 per day, per employee this equates to a staggering figure of £42.5 million over a three year period (Trent sickness and absence report).

The job evaluation project at the time of the research had taken four years and cost in excess of £12 Million and was still a long way from completion, therefore more costs would be incurred. The Council also received a record £130,000 fine for breaching the Data Protection Act (Guardian, 2011). In addition to these in 2010 the Council spent £6.1m on consultancy, a rise of more than £6m since

1999, this resulted in an Elected Member defecting from one political party and joining another. In a statement he said "I found it very disappointing that the Council last year spent over £6m on consultants, that's more than it spends on sixth forms. "It is clear to me that the Council cabinet needs to reassess its priorities." Councillor Black (BBC, 2011).

However to claim that leadership is completely absent would be wrong and one may expect to find areas where there is an absence of leadership in such a large and complex organisation as a Council even if it is a public service. However the researcher found the amount of issues related to leadership surprising, with all of the participants identifying issues/problems with leadership as all levels of the Council as evidenced by the participants quotes and the fact that the organisation has carried out a radical restructure, the researcher had expected more positive comments about the new leadership arrangements in place in the Council. This was not however the case and arguably raises questions about the effect of the whole restructuring process as there were far more negative issues raised about the Council leadership than positive ones. The contrast between leadership and the absence of leadership in the Council is summed up quite nicely by the quote from P2 in her final statement during the interview.

"Um no, no, if I have given a sort of message that leadership isn't great here you know because I think that there are some, some really good examples of leadership. Um you know but it is not there as a whole really, you know so as a whole organisation we have strong leadership I think it is there in part. You know um sometimes it is good, sometimes it isn't. It is a mixed bag but it is not all bad. So I hope that hasn't come across really, yeah.

This statement strongly suggests that there is an absence of leadership in some areas of the Council as mentioned above, which is not really surprising when one considers the size, complexity and range of services that the organisation is responsible for. Likewise one may expect to find some examples of good leaders and leadership in some areas. However to put this quote in context, it is from a member of the Council's Executive team, who has been in post for four years and been influential in the change process and from the researchers perspective just about sums up the state of leadership in this Council. When one considers that the Council employs 8500 staff, has in a budget of approximately £350 million and is a public service that is required to deliver essential services to the community and society as a whole, this raises several issues not least is the Council 'fit for purpose' as defined by Brooks (2007). Arguably there is a need for strategic intervention to address the issues that the Council face (WAO, 2012). This is possibly another indication of Laissez-faire behaviours on the part of the senior leadership of the organisation, by allowing this leadership malaise to continue for such a protracted amount of time.

#### **7.9: Destructive leadership and inappropriate behaviour**

Whilst the researcher was writing up the thesis, the following staff in leadership positions of the Council, several of which participated in this research, left the Council in what can best be described as dubious circumstances: The Chief Executive resigned following a statement, where he criticised Elected Members in relation to planning, being published in the press. Although he received a vote of

confidence from the full Council he concluded that his position was no longer tenable and he resigned. The Head of HR and HR manager were suspended by the Council, the Head of HR subsequently resigned and the HR manager returned to become Head of HR. The Head of business performance unit, Organisation & Regeneration resigned and left with no explanation. The Head of Business Performance Unit People & Well-Being resigned and left with no explanation. The Head of IT resigned when it emerged that he was having an inappropriate relationship with a member of his team. The Head of Children's Services resigned when it emerged that he was having an inappropriate relationship with a member of his team. The Head of Occupational Health and Safety left following initiating the internal whistle blowing policy to the disclosure officer, who would not initiate the policy, resulting in this officer having to report his concerns as a public interest disclosure to the Welsh Audit office and Health and Safety Executive.

Arguably the above is a good example of what happens when leadership goes wrong in an organisation. The staff above left after being appointed to their positions following the earlier restructuring rounds of the Council, where again a large number of staff also left or were made redundant. This level of staff turnover and absence levels is arguably indicative of destructive leadership (Padilla et al, 2007; Aasland et al, 2009).

There are five features of destructive leadership which are set out in the literature (Padilla et al, 2007) all of these features appear to be evident in the Council. These five features have been integrated with the findings in the following paragraphs.

Destructive leadership is ***seldom absolutely or entirely destructive***; there are both good and bad results in most leadership situations. In the Council some targets may be being met which is a positive outcome, but these are being achieved without a consideration of the consequences which can be seen with the example above. The process of destructive leadership involves ***dominance, coercion, and manipulation rather than influence, persuasion, and commitment***. An example of this was where P2 was under considerable pressure by her manager which resulted in her being effectively forced to breach a professional confidence she had with the Chief Executive. The process of destructive leadership also has a ***selfish orientation***; it is focused more on the leader's needs than the needs of the larger social group. An example of this behaviour which emerged from the research was when members acted on purely political grounds in relation to issues around school rationalisation or personal reasons such as obstructing the smoking policy as they were smokers, as opposed to acting for the benefit of the community and Council.

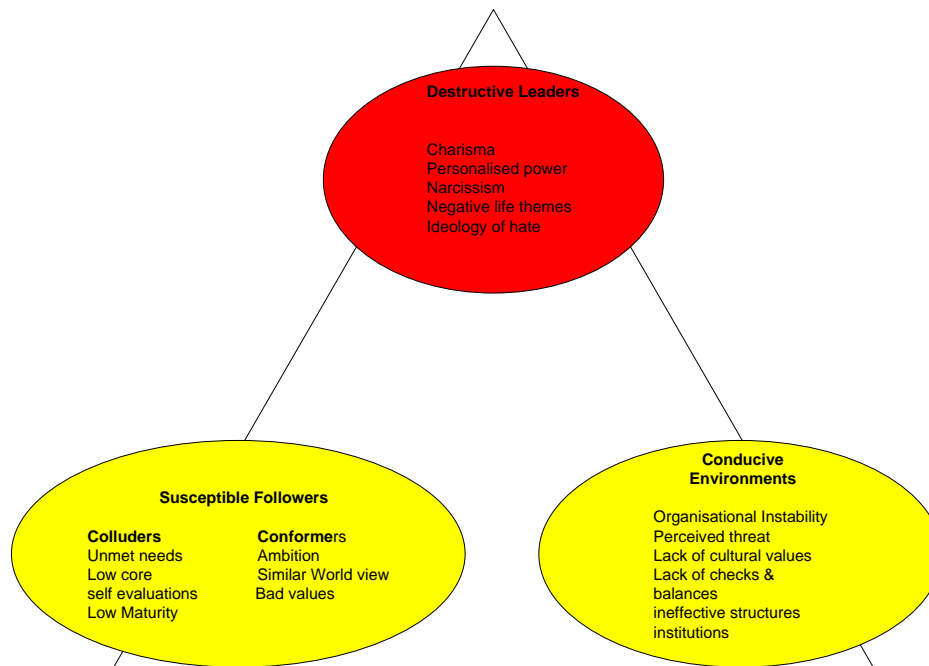
The effects of destructive leadership are also ***outcomes that compromise the quality of life for constituents and detract from the organization's main purposes***. Arguably a good example of this in the Council is the sickness, absence statistics and staff turnover all of which are impacting on the Council's ability to deliver efficient services. Destructive organizational outcomes are not exclusively the result of destructive leaders, but are also ***products of susceptible followers and conducive environments***. In the case of the Council this could possibly be due to the lack of corporate and individual values which was raised by several of the participants as an area of concern. With the absence of these a conducive environment results where followers become complicit as this is required

for them to retain their job and progress within the organisation (Padilla et al, 2007). There were several examples of this, the Chief Executive turning a blind eye to bullying by an Executive Director as explained by P2 despite the fact that he had made statements that indicated that bullying would not be tolerated. Another is the example related to achieving targets presented on p188, all of which appear to confirm that there is an environment which is conducive to destructive leadership.

This type of leadership leads to organizational destructiveness, where these leaders bring misfortune to their followers, including internal and external stakeholders, and to social institutions (Padilla et al 2007:178). This appears to be the situation in the Council which is obviously not sustainable and is proving to be very expensive to the organisation and the tax payer, in terms of cost and impact on the efficient delivery of services (Council Statement of Accounts 2011/12; Council Scrutiny report 2008). When staff leave, new staff have to be recruited and will take time familiarising themselves with the requirements of the role. It can also have a very damaging effect on staff which is again evidenced by the levels of stress and sickness and absence (Smith, 2009). The evidence of failure to deliver services is also an outcome of such leadership (Welsh Audit Office report 2012; Agenda for the Modernisation and Improvement Scrutiny Committee meeting held on 3 February 2012).

Clearly emerging from the data was examples of destructive leadership and inappropriate behaviour that is pervasive in some areas of the Council. Destructive leadership behaviours, conducive environment and susceptible followers associated with the toxic triangle (Padilla et al, 2007) are present in the Council. The participants' responses during the interviews gave many examples the behaviours and elements associated with this phenomenon as illustrated in the diagram below which is an adaptation of the Padilla's toxic triangle relating to the Council in light of the research findings.

**Figure 10: The Council Toxic Triangle**



The toxic triangle: elements in three domains related to destructive leadership (adapted from Padilla *et al* 2007)

Several of the participants gave detailed descriptions and examples of these inappropriate behaviours and environment within the Council. The negative consequences of these behaviours for the staff and organisation are all too evident, being there for all to see with the plethora of failings in the Council. The level of staff turnover and absence levels alone arguably support this and are indicative of destructive leadership (Padilla *et al*, 2007, Aasland *et al* 2009). This form of dysfunctional leadership has high human and financial cost, with low morale and lower productivity (Tavanti, 2011) all of which are clearly evidenced in this research. Toxic leaders are “maladjusted, malcontent, often malevolent and malicious people” (Tavanti 2011:2) and they are characterised by fighting and controlling. These succeed by tearing down as opposed to uplifting and inspiring as with the transformational paradigm. Toxic leadership is not the same as transactional leadership or just a difficult, challenging leader, they may be highly effective in their roles as some of those in this study appear to be; but they create a bad climate and culture that can extend far beyond their direct subordinates with the resulting high human and financial cost for the organisation (Padilla *et al*, 2007, Aasland *et al* 2009, Tavanti 2011). These destructive behaviours are evident from the data obtained from the participants and the Council is paying the price for this dysfunctional leadership behaviour with significant issues related to stress (Smith, 2009) and performance (Welsh Audit Office report, 2012).

### 7.10: Power, Culture and Climate

The researcher argues that it is important to consider the dynamics of Power, Culture and Climate that prevails within the organisation following analysis of the participants’ data. To help elucidate these in the context of the research they will be defined here. Bradshaw and Boonstra, (2004:280) conceptualise power within an organisation as the capability of an actor to achieve his or her will, even at the expense of others who might resist. Climate is defined as a perceptually based description of the what the organization is like in terms of practices, policies, procedures, and routines; while culture



helps define the underlying reasons and mechanisms for why these things occur in an organisation based on fundamental ideologies, assumptions, values, and artefacts, (Ostroff et al: 565) this is sometimes referred to as the way we do things around here.

Several of the participants raised concerns about low morale and a macho culture all of which paint a picture of a less than happy workforce and management. This arguably manifests itself with increased levels of staff sickness, absence, stress and high levels of staff turnover in some departments. All of these issues impact on finances, efficient delivery of services, the staff and ultimately the community that the Council is there to serve. The example given by P2 on how she was treated by an Executive Director about a confidential issue with the Chief Executive raises issues around leadership ethics, personalities and behaviours.

Bass and Steidlmeier (1999:182) argue that the ethics of leadership rests upon three pillars: The moral character of the leader; The ethical legitimacy of the values embedded in the leaders vision, articulation and program which the followers embrace or reject and; The morality of the processes of social ethical choice and action that the leaders and followers in and collectively pursue. The examples of the behaviour of some of the leaders clearly evidenced by the example from P2 above, with numerous examples of similar behaviour given by the respondents clearly identifies an absence of these three pillars at the highest levels of leadership in the Council and the lower levels are arguably complicit in this unethical behaviour even if this behaviour makes some such as P9 uncomfortable.

It is obvious that with such diverse range of people in leadership positions there will be a range of personalities including narcissistic and “pseudo-transformational” leaders (Bass and Steidlmeier, 1999 see quote from P3 on p168), who demonstrate unethical aspects of leadership. Examples of these are related to the Chief Executive who in effect is a Pseudo-transformational leader saying one thing and doing another. The Executive Directors are arguably narcissistic by selfishly focusing on achieving their targets at all cost whilst ignoring the consequences to staff and the organisation. HR personnel effectively compromising their professional code of conduct by not addressing inappropriate behaviour (see quotes from P2 p167 and P3 p168) which is arguably pseudo-transformational. From the extant literature and research pseudo-transformational behaviour has been associated with the moral, ethical and philosophical background of the leader (Proctor-Thomson 2002).

Maccoby (2004) argues that narcissistic leaders can be good for organisations that need passion and daring to break new ground, but they can also be dangerous to organisations. They tend to only listen to the kind of information they want to hear, do not learn easily from others, they don't communicate but prefer to indoctrinate and make speeches and they are sensitive to criticism. A leader with a narcissistic personality tends to dictate meetings with subordinates which results in increasing competitiveness at a time when everyone is under as much pressure as they can stand. Arguably this can lead to a fear to report bad news or areas of concern, fear to challenge and a sycophantic culture evolves where only the good news gets reported leading to real problems not being addressed as appears to be the case in the Council. There is evidence of this culture in the Council, with a failure to meet statutory requirements, safety critical issues not being managed, an inordinate number of cases

of stress, staff grievances, high staff turnover, difficulty in recruiting suitable staff, sickness and absence at levels that arguably no organisation can sustain (WAO report 2012, Smith 2009, Internal audit report point A1.6.3, Trent report). All of which have also been evidenced by the participants in their interviews and also by the statistics presented in this thesis.

### **7.11: Integrity and Values**

The leadership of the organisation must develop a consensus around integrity and shared values within the organisation, as these appear to be sadly lacking at the time the research was carried out and this was raised as an issue by several of the participants during the interviews (see quotes from the testimonies of P9 and P3, p155). The development of shared values has been linked to an improved working environment and productivity both of these are again much needed in this organisation evidenced by the issues raised by the participants and in several Welsh Audit Office reports. This is summed up very nicely by Duggar (2011) who asserts that “integrity refers to the culture, policies, and leadership philosophy” and that a culture of integrity has to start at the top and be seen in the conduct and activities of the Executives.

Such leadership successfully identifies and manages risk so that all activities are transparent, deliver desired outcomes that are consistent. Arguably if the uppermost leadership of the Council demonstrated integrity and values the Council would have been transformed to address the complex issues it is facing as opposed to the moribund arrangements that are stifling the transformation (see quote from P13, p160). These values and behaviours ensure that if there are challenges or unplanned events such as the financial ones the Council is facing, details are shared so that staff can understand the position and have the opportunity to contribute to the debate and help identify solutions with a common path to achieve a common goal. Kouzes and Posner (2002) and Duggar (2011) argue that values have the effect of strengthening individual effectiveness, loyalty, and ethical behaviour by developing team work, pride and consensus in the organisation.

Conversely the themes that emerged from the data, indicates that the Council has all the characteristics of an organisation with low integrity, with all of the typical indicators identified by Duggar (2011) emerging from the participants during their interviews; High employee turnover rates, lack of trust, honesty, and transparency, broken promises, disrespect, officers malign colleagues or a category of employees, look to blame others for problems, unexpected financial events occurring or being hidden, reluctance to put policies and procedures into written format, exaggeration of leadership accomplishments (WAO 2011). There is also limited access to information for the Board, Members, Council officers, and employees all of which emerged from the data and being evidenced by the many examples of tangible failings given earlier.

With these issues in mind and considering the amount of time that the Council has been undertaking a change program, one has to ask the question, does the leadership of the Council demonstrate integrity and values? The findings of this research would argue that at the time of the study, there is a large body of evidence from Welsh Audit Office and internal reports which are indicative of an absence of leadership in many contexts. Strategic, projects (Job evaluation), financial (budget overspend), sickness and absence management, statutory responsibilities (failing to carry out statutory

inspections) to name but a few which strongly suggest that these important features of effective leadership are absent.

#### **7.12: Relationships and Extra Effort**

A common theme that emerged from the data was reciprocity between leaders and how important this was to get extra effort. This was again interesting when one considers the status and professional background of the participants. The fact that all of the participants indicated that they would do extra for those who would reciprocate or respond positively in return, introduces a relationship element to leadership that was unexpected. One may have assumed that those in leadership positions in a public service organisation such as a Council would be motivated to automatically give extra effort in order to improve the organisation. This would be worthy of further investigation to explore relationships in greater depth as these relationships did not appear to follow the traditional dyadic relationship between individualised relationship between each leader and follower in a unit (Lussier & Achua, 2009).

Does this mean that one responds if one gets something in return as with Leader Member exchange even in a public service setting? One may have assumed that improving the service to the community would have been enough motivation to obtain extra effort, however it is evident that this is not the case in this Council. This also points to a cultural issue within the organisation and may lead to cliques developing within the organisation and leadership team in particular. This will then lead to potential conflict and barriers to change as one group may seek to block initiatives by others. This does not align with a collaborative approach to leadership and may explain how some of the changes have been ineffective and proved frustrating to the participants (see quote from P6, p169).

#### **7.13: A summary of the main Emergent themes**

This section is a summary of the main themes to emerge following the analysis of the data. It is clear that the participants did not really identify with any one of the traditional leadership paradigms or factors associated with these in their responses relating to leadership in a Council setting. The main paradigms mentioned above did not emerge from the participants' data to any degree of frequency or consistency. Rather there was a diverse mix of views and feelings, some positive and others negative indicating that no one paradigm or associated factors would meet the expectations of all those in leadership positions in such a complex organisation. The Council has an array of professional services to provide and deliver across a wide geographical area, with a mix of urban and rural communities with political, internal and external drivers and tensions. This is obviously very challenging, especially if you are not working to one set of priorities as a corporate entity and with all sections of the organisation focussed on others and the immediate tasks in hand. The distractions of the constant change process and restructuring, without any apparent strategic goal are obviously not conducive to the success of the organisation, with the present financial settlement, let alone when it is significantly reduced compounding the problems that the organisation faces. As P1 said, it needs,

“Someone to grab it by the scruff of the neck and say right we have got to go forward. Someone to get the board members together basically lock them in the room and say right what are we going to do. Lock the leaders in a room; this is what we are going to do. Discussions and going forward and getting people signed up, people signed up.”

This statement about sums up the general feelings of the participants in relation to the Councils leadership, arguably it is a cry for clear leadership which was echoed in many of the participant responses. On consideration of the complexity and dichotomy of views across the Council in relation to what are the priorities, one could argue that some responsibilities should be taken outside the traditional decision making apparatus of the Councils leadership. Areas such as statutory requirements of Care, Education, Health and Wellbeing are legally required and as such should arguably be taken out of the day to day discussions and be part of a long term strategic plan to ensure that a sustainable solution to deliver these is developed and implemented. This will ensure that budgets and requirements for are taken away from the political or parochial debates, as the only visible outcome of these protracted prevarications is that appear to take a lot of time and cost a lot of money, leading to great frustration to all. This approach will arguably ensure that they are delivered by the Council in an efficient and timely manner therefore avoiding the potential for failings, government intervention or legal action.

A strategic plan could also be developed to deliver discretionary local services to all areas of the Council following a thorough consultation process, involving all key stakeholders to ensure that a consensus is agreed and the plan implemented. This could be repeated in line with the business planning process allowing for suitable human and financial resource provision. This approach would arguably avoid political and internal barriers as the Council will be delivering what they are legally obliged to and what the communities want them to.

This process may also help identify synergies with other local authorities and public services bodies where mutual benefit, financial savings and efficiencies could be identified and realised. Areas where this could potentially be explored are sharing common corporate services such as Human Resources, Payroll, Communication, Information Technology, Occupational Health and Safety, Procurement, shared property/office accommodation, service delivery contracts as appropriate for example framework agreements for inspection and maintenance. All of these functions basically provide the same purpose and if shared would significantly reduce the need for management and staff allowing the savings achieved which could be reinvested in front line service delivery. To expand on this discourse, there are 22 Councils/Local authorities in Wales, each having separate departments for all of these functions all with a management hierarchy and infrastructure when arguably the fundamental requirements for the 22 Councils and other public services are very similar if not the same. Many of these Councils have individual Chief Executives who are paid more the Welsh Assembly's First Minister who is entitled to £132,862 in his role as the head of the Welsh Assembly Government. Figures obtained under the Freedom of Information Act show that five earned more and all but one local authority in Wales pays its chief executive more than £100,000 (BBC 2010). One is left to ponder if this sustainable during these austere times.

Drilling down into several of the functions carried out across the Council will hopefully illuminate this point further, if we look at HR, they are basically an advisory role and arguably do not contribute to front line service delivery. If this organisations management structure and staff are competent then the function is primarily to advise on legislative requirements, negotiations and there is no need for such a large HR department with a Director of HR, Head of HR, Senior Manager HR, two senior HR advisors, eight HR Advisors, four assistant HR advisors and an army of support staff. All following a different approach, for example the job evaluation process is fundamentally the same across all Councils and yet they are all implementing this differently.

Similarly with Occupational Health and Safety, this role is to give professional advice, develop management systems, procedures and carry out compliance audits. The Council has a Head of Occupational Health and Safety, Two Senior H & S advisers, four H & S advisers, two contracted Occupational Health staff (One Doctor and one nurse) and one administrator. This is potentially replicated across 22 local authorities, all of which have different systems, approaches and structures. Arguably this function could easily be shared by standardising management systems and procedures in line with legislative requirements and best practice, bringing the benefits of consistency and reducing the need for the army of officers all developing and following different approaches and systems. This will arguably help with a reduction in accidents and incidents and bring significant economies of scale i.e. occupational health provision. There is also the potential to bring about an improvement in compliance, reduction in risk and financial liabilities for the Councils.

This is arguably the case for all of the other functions mentioned earlier, all having a very expensive multi-layered management hierarchy, giving the obvious potential for efficiencies and subsequent financial savings without detracting from staff delivering front line services. To emphasise the potential in relation to the financial challenges local government face, Dominic Macaskill from Unison said "Efficiency savings are no longer going to meet those needs, so we need to look at real strategic changes to local government and having 22 Chief Executives, 22 Directors of social services and 22 Directors of education is no longer sustainable" (BBC 2010). The Welsh Assembly Government also wants Councils to share senior staff to save money. In June 2011 Local Government Minister Carl Sargeant said "that he expected to see more collaboration and joint appointments, staffing structure of Wales 22, local authorities was outdated, with too many of them independently hiring Chief Executives without looking at other options" (BBC, 2011). The findings of this research has identified significant shortcomings in the existing arrangements for the Councils leadership and one could argue that there is a compelling case to revisit the way Councils are organised and the nature of their leadership arrangements.

#### **7.14: Complexity of Council Leadership**

The findings of the research confirm that leadership in the Council setting is very complex and is delivered via a complex mix of leadership between the Board, Full membership Council, the Chief Executive, the Executive Directors and Corporate Management and Senior Management teams and a plethora of different leadership roles across the Council, all appearing to have different agendas. The process of the Board and membership, Executive Directors and then a whole range of other internal forums having to debate, develop policies and procedures for what are very straight forward such as

complying with legal requirements like smoking legislation appears to be not only overly bureaucratic but highly inefficient and very costly.

This results in there being few visible and recognisable leaders that all the Council staff associate with. The leader of the Council and the Chief Executive appear to be only figure heads and not leading the Council to achieve the required transformation to meet the challenges it faces. There are no common goals or priorities with a plethora of targets and key performance indicators a large proportion of these are not being achieved or are taking a significant amount of time to achieve. In some areas when they are, it appears that this is at all costs and apparently at the detriment of staff well-being and welfare.

The findings from a thorough analysis of the data fail to clearly differentiate leadership as a distinctive role within the Council with responsibility for direction and strategic decisions. Those in leadership positions did not appear to possess a specific skill set to enable them to lead, with a range of backgrounds, qualifications and experiences, some of which did not appear to align with their professional responsibilities. For example the Elected Members were responsible for portfolios yet had no experience or training in these areas, the Head of Local & Environmental Services was a civil engineer whilst only a small section of this area was related to civil engineering, this is similar to the Executive Director for Organisation & Regeneration who was a solicitor and the majority of the service area was related to property, facilities, environmental and administrative services many of which were below the minimum requirement of legal compliance. The training, development and appointment of the leadership cadre, appeared to be in disarray and ad-hoc in nature. There was no strategic or succession planning, training was generic and the appointment processes are not transparent (Davies, 2009).

The Council is operating without a clear set of priorities, with heads of departments having to almost fight for survival and their slice of an apparently ever reducing portion of the budget. The complexity and stratification of leadership in the Council with a Board of Elected Members, the full Council and the Council officers appears to be not only unwieldy and top heavy but totally dysfunctional. One has concluded that no one leadership paradigm could represent the leadership of a Council and the notion of leadership in this Council is a paradox. The lack of leadership in a traditional context is compounded by the fact that it appears that members are inclined to shy away from decisions that affect the wards they represent or for personal interest as with the smoking policy or switching off the street lights throughout the County. It is clear that the Council needs the combination of strong initial leadership, supportive resources, and access to a variety of dedicated and focussed leaders so the organisation can transform itself and meet challenges it faces. This is arguably aligned to Contingency theory of leadership with the Council bringing in leaders with specific skill sets to address specific issues it faces such as job evaluation, restructuring etc.

#### **7.15: Strategic Planning and Direction**

None of the participants reflected on a strategic planning process used by the leadership group or that the planning process was essential to laying the foundation for the leadership process by which they would make the efficiency savings required or transform the Council and their departments to meet the

challenges they face today and enable them to adapt for the future. A strategic plan is explained very succinctly in the following quote,

“A systematic process, through which an organization agrees on and builds commitment among key stakeholders to priorities, which are essential to its mission and responsive to the operating environment.” (Allison and Kaye, 1997:1)

With an organisation as complex as a Council, providing services that are essential to the community and society as a whole it was a real surprise to find the lack to community-based strategic planning in order to determine the priorities and direction of the Council. A holistic approach to strategic planning involving the Elected Members and Council leaders would allow for a broad based commitment to a shared vision that would build consensus and give the leadership the ability to scrutinise operations and service delivery, to recognise opportunities to improve efficiency, identify priorities, and develop organisational structures and processes. Ultimately to decide how to allocate financial and human resources to achieve the agreed and desired outcomes for the Council and the community that it serves. The approach of identifying the Councils priorities will arguably help break down the silo mentality of Council departments fighting for budget allocation, as the departments would have been included in the identification of priorities and structured to meet the Councils priorities. This approach would ensure that the Council can develop a plan to take it from where it is at the present to where it aspires to be.

A firm belief that Council could transform itself did not emerge from any of the participants, instead the emerging themes were generally rather sombre with low morale, change weary and an organisation clearly lacking in the direction that the participants so craved. Creating processes and structures that help to build trust and mutual respect and provide opportunities for meaningful input and sharing of information are essential factors for the Council leadership and leaders and sadly these were conspicuous by their absence. The chances for success of the organisation are greater if the group has a strategic plan providing them a format to be intentional and strategic about the work of the leaders, leadership and service delivery teams. The Council does have the ‘aim high program’ which some may argue is a strategic plan; however there did not appear any commitment by the Council leaders to building a vision for the future of the organisation. There was an absence of leadership commitment seeking to realise efficiencies and develop a sustainable organisation with the approach taken, appearing to be mechanistic with arbitrary cuts and a ‘box ticking mentality’ (see quote from P4 p164) as opposed to a real direction and transformation that will deliver valuable services to the community and providing rewarding employment for the Council officers (see quotes from P9, p155 and P3, p156).

#### **7.16: Communication**

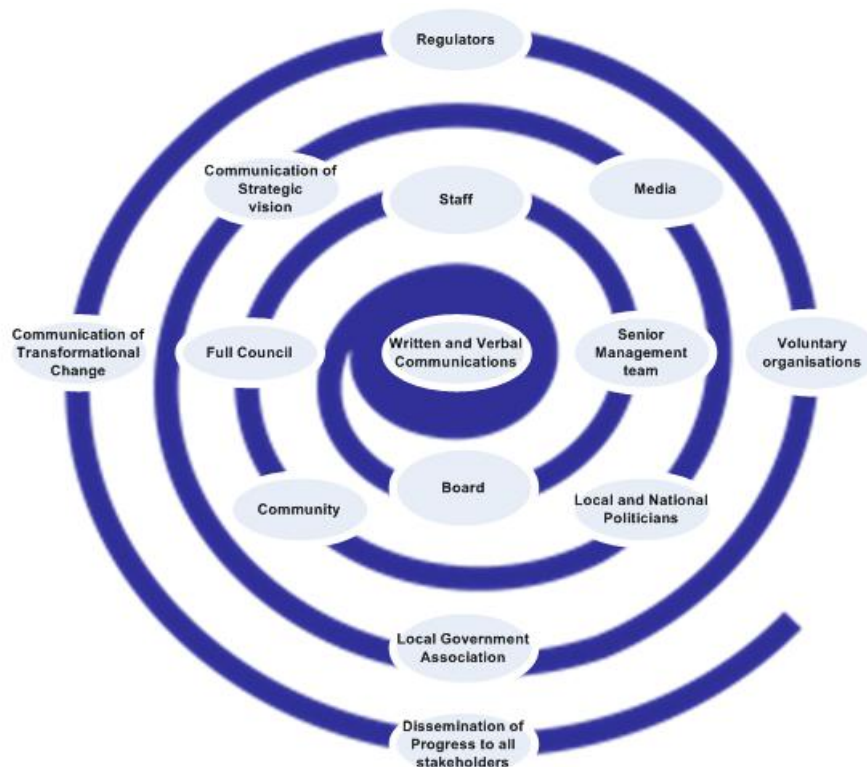
Communication was raised as an issue by all of the participants in their responses, with the general consensus being that communication was poor at all levels across the Council, despite the fact that Council has large internal communications department. It is clear from the participants’ responses that the present arrangements are ineffective as some departments and staff are not getting a clear

message from the Council leadership, which is hindering change initiatives and the change process with inconsistent messages and information being disseminated.

Effective communication is an essential requirement for leaders and leadership, when a leader has good communication skills this enables them to foster and create the understanding of their vision and direction that they want the organisation to take. It helps to build the trust necessary to encourage the staff and others to follow their lead (Barrett 2006); the participants' responses clearly identified a problem with trust in the Council (see quote from P3 p170). Effective, unambiguous and clear communication is required from the Council leadership and leaders to influence staff, the community, address concerns, prevent rumours and misinformation being disseminated in the organisation all of these are essential for the effective implementation of change. "Leadership communication is the controlled, purposeful transfer of meaning by which leaders influence a single person, a group, an organization, or a community" (Barrett 2006:389).

Leadership communication in such a complex organisation as a Council dictates that all disruptions and noise that may impact on the message has to be addressed, so the message is crystal clear and will withstand the analysis that the listeners will undoubtedly do, in an attempt to look for hidden meanings. This requires leaders to have a robust communication strategy that controls communication of important messages in the numerous forums that there are in the Council (see quote from P10 p159). This will enable the leader to effectively transmit clear messages and information to motivate, guide and inspire all stakeholders of the Council. A potential framework for Council leadership communication is presented below and gives an indication the complex array of forums, groups and stakeholders that Council leadership and leaders will be required to communicating with.

**Figure 11: Local Government Leadership Communication Framework**



Source: Adapted from: Barrett (2006)



The framework does not represent a hierarchy of communications, but the forums that leaders in the organization will be regularly required to communicate with. It is apparent that the leaders must master communication skills with excellent writing and speaking skills and develop a strategy to communicate with all key stakeholders. Council leaders must expand their communication skills to include those skills necessary to lead such complex groups with numerous internal and external interfaces including using media such as TV and radio and via the internet. This model could be used as a framework to help develop of capabilities required for the corporate communication skills required by Council leaders and leadership, to ensure that they communicate effectively with all stakeholders. The model shows the development by starting with written and verbal communication and moves to up the spiral to include transformational change and communication with the media, politicians and partner organisations etc. Communication is also essential to ensure the Councils image and reputation are maintained by keeping staff and the community informed, whilst also dealing with any unplanned issues that may arise in a timely manner and professional manner. This could be dealing with sensitive issues that a Council could face from time to time, for example following an emotive child protection or education related issues or decision.

Council leaders who implement an effective communication strategy will arguably avoid many of the issues that the Council is facing, including mistrust, low morale, mixed messages, disengagement of the staff and management, as mentioned by many of the participants. Communication was an area identified by the vast majority of the participants as an essential component in any leadership course. It is obvious from the participants' responses that communication is an area that is in need of urgent attention and action by the Councils leadership.

#### **7.17: Commitment to the Vision**

Bernard Bass (1990) notes that the first moral foundation of transformational leadership is idealized influence. This is characterized by charismatic leadership including a vision that inspires others to follow. Leadership must create a vision take appropriate risk, in order to bring about effective change to take the organisation forward and meet the challenges that it faces. This approach does not emerge from the data; rather leader self-interest appeared to be the forefront of some of those in leadership positions in the Council. The responses from the participants indicated that Councils leaders, including themselves in some instances, appeared to be more focused on achieving their own targets, protecting the existing structures, perceived power and status; as opposed to focusing on delivering effective and sustainable change to deliver services to the community (see quote from P3, p168). In relation to transforming the Council self-interest does not motivate servant leadership (Greenleaf 1970, 1977, Prosser 2007). Greenleaf (1970, 1977) argues that servant leaders possess different personal values than non-servant leaders with personal values tied to the attributes of leadership behaviour. This example of the self-serving approach to leadership highlighted by P3 is often related to personality disorders such as narcissism and can be very destructive for the organisation. The behaviours associated with the servant leadership paradigm were not clearly visible with arguably P5 P12, and P14 being the exception to this as their responses implied that they were committed to serve the community.

Arguably one may have expected that transformational and servant leadership behaviours would have been more prevalent when one considers that the Council is fundamentally a public service and not one in the pursuit of profit. The lack of these behaviours did not only apply to the officers of the Council but also P1 as an Elected Member appeared to be driven by his own political ambitions as opposed to transforming the Council to meet the challenges and needs of the community. One of the participants referred to the Council member's longstanding connection with the community when they serve as an Elected Member, where in some cases positions are passed down from 'father to son'. This self-serving approach of leaders is not conducive to providing for or serving the community and may explain at least in part the barriers to change that many of the participants alluded to on numerous occasions and are all too evident in the Council.

Leadership in the Councils of today necessitates the transforming of a vision for a lean and efficient organisation, delivering essential services to the community and public into reality. Bernard Bass (1990) identifies the second moral foundation of transformational leadership as inspirational motivation. With inspirational motivation followers can see meaning in their work and commit to the vision through this motivation. This behaviour was also lacking across the Council as evidenced by the comment from P9 "I think that motivation of the organisation at the moment at management level is about as low as I have ever seen it, at the senior level of the organisation" despite his own obvious commitment to this behaviour.

Each of the participants interviewed for this research were distinctive in their background, position, ambition and motivation to contribute to this study and their input provided a fascinating insight into leadership and leadership processes in a Council setting. The opportunity to comment on leadership of the Council and their own view and experiences appeared to be liberating experience and one which they appeared to delight in. The fact that their anonymity was assured was an obvious factor as several of the participants repeatedly sought assurances that this was confidential throughout the interview process and when this was confirmed they went on to speak freely and openly in their responses. This gives another insight into the culture that prevails in the Council as they were obviously reluctant to speak out openly on such matters even if arguably many of the points put to them were not contentious, it appears that such candour was frowned upon and appeared that this openness had the potential to have negative implications for them.

When one considers that the participants are all in various senior leadership positions in a very large public sector organisation responsible for the delivery of essential public services that has multimillion pound budget, one must ask the question is this acceptable. If officers at this level do not feel comfortable in discussing such fundamental issues around leadership openly, what chance do officers in more junior but never the less essential roles have in raising concerns or highlighting issues without fear of retribution? With such a culture evident it is no wonder that there are numerous issues and the serious failings facing the Council mentioned earlier in the chapter. All of which are deflecting the organisations time and financial resources away from service delivery.

The ostensibly parochial behaviour of nearby/close leaders (Alimo-Metcalfe and Alban-Metcalfe, 2005) is another factor that one needs to consider when attempting to understand the blockers and barriers

to transforming the organisation. Clearly emerging from the data was the fact that the leaders do not view the organisation as a whole rather a collection of parts, each with its own agenda, vision, goals and challenges. Only a few of the participants in central corporate roles appeared to view the Council as a whole and even here they arguably viewed their departments as more important than the delivery of services. Their appeared to be an issue with the corporate centre in some areas as it was considered to be taking away control and interfering in what the departments do, as opposed to providing support affecting their ability to develop (see quotes from P8 and P13, p164). This was not much better for the far leaders who did not appear to be aligned to considering the Council as one organisation often referring to departments disparagingly as if they are not part of the organisation that they are leading and worse not taking action to address any issues in these departments. The damaging and negative behaviour of a leader in one area had "the acquiescence and the support of the Executive Director to ensure that targets are met" purely for his own agenda as he would soon be retiring (see quote from P3, p168).

It appears that some of those in leadership positions have forgotten the true purpose of the Councils in the delivery of services to the community. There appears to be a lack of understanding of the essential need for the services that the Council provides, such as education, adult and children's care, and waste collection etc. They appeared to be motivated to enhance their own opportunities for career development and increase the size of service area they were responsible for (see quote from P4 on p164).

### **7.18 Moving Forward With the Transformation of the Council**

The Council is facing unprecedented challenges and has to transform in order to meet these challenges and in effect deliver more with less. The existing leadership recognised this fact some time ago and embarked on what was a radical restructure of the Council with a view to transform it into an organisation that can meet these challenges. However when one looks at the findings from the research and issues that the Council face one is left asking the question is the approach to transformation working? Bernard Bass (1990) notes, that the third moral foundation of transformational leadership is intellectual stimulation. With intellectual stimulation, Transformational leaders encourage followers to be innovative and approach problems in new ways.

One theme that emerged from the interviews was the participants felt that they were making progress, even though the process of creating this change has taken five years, hardly dynamic change one would conclude. This arguably reflects the lack of intellectual stimulation in that Council has had to continually approach problems in new ways and be resourceful in how they would meet efficiency targets within their departments. In relation to this the leadership has had limited success with significant overspend on budgets and failings in many areas of the Council all too evident (WAO 2011). This may be in part due to the internal barriers to change (see quote from P6, p169) and lack of engagement by departments and staff all arguably evidence of a lack of leadership and the intellectual stimulation required to achieve the required change.

What became apparent to the researcher was the apparent split between leaders who appeared to want to do the best for the organisation and community and those who wanted to promote themselves and what they felt they had personally achieved (see quotes from P9, on p155 and P3, p168). To give another example of this which was quite a surprise, whilst interviewing P2 the head of service for human resource management, including occupational health, safety and job evaluation; corporate service which touches the whole workforce with arguably a less than flattering performance in these areas (see quote from P11, p162). She appeared to identify her biggest success as how she had improved communication by the development of a communication department and the introduction of a newsletter. When one considers the seniority of P2 of as a member of the Executive Management team, this was not only surprising but in fact disappointing. Clearly all the other participants felt that communication across the Council was very bad and the newsletter only reaches a small proportion of the staff. This appeared to be somewhat of a pet project and intellectually stimulating to her and although as this research has found communication is a very important area, arguably there were far more important priorities for her to address, such as job evaluation which was taking an inordinately amount of time and proving to be hugely expensive to the Council, the failure of this project ultimately resulted in her being forced to leave the Council following an internal scrutiny Committee review and suspension from her post. This arguably highlights a Laissez-faire approach by her and also other senior leaders, by allowing a lack of focus and urgency on priorities and important projects. This has resulted in many projects taking an excessive amount of time to complete and a failure of the Council leadership to make early interventions (WAO 2011).

#### **7.19: Reflection on Participants**

The researcher was conscious that the interviews had the potential to be emotional experiences for participants as they could raise issues that result in them having to recall difficult experiences from the restructuring process or other experiences associated with the workplace or working relationships (Mitchell and Irvine 2008). The researcher was very mindful of the uncertainties and the sensitivities around the research and this emphasized the “importance of the researcher developing an active relationship with participants based on trust and reciprocity” (Mitchell and Irvine, 2008:37) whilst ensuring that the researcher maintained a degree professional detachment. The importance of this became apparent very early on in during the research as each participant appeared very keen to take part in the research, but some appeared very nervous at the start of the process however all eventually relaxed. This was may be due in part to the approach taken by the researcher where a lot of effort was made to reassure the participants that the research and their responses were strictly confidential as some of the participants sort reassurances about this during their interviews (see quote from P2, p167) which highlighted the participants sensitivities.

The researcher used a process of mirroring the participants behaviour, such as folding and unfolding his arms, leaning back in an open fashion, making clear eye contact and generally taking an informal approach and this appeared to make them relax and feel at ease. The interaction between the participants and the interviewer was a fascinating experience and different in each and every interview. The shared aims being the interviews were a conversation between two partners about leadership as the theme of mutual interest, with the researcher steering and defining the situation.

This approach had the desired effect as evidenced by the statement from P2, "I like this, this is good..." and proved proficient at obtaining willing, rich, explicit, and pertinent responses from all of the participants (Kvale 1996). The researcher could fully empathise with some of the participants' responses, especially that of the staff representatives and a few of the senior managers who appeared to have similar experiences and frustrations as the researcher who was also an employee and manager embedded in the organisation in which the research was taking place.

The interviews were very dynamic with a lively and spontaneous interaction between the participants and researcher (Kvale, 1996). When the researcher reflected on each of the interviews, the process appeared to have been very liberating, almost cathartic for the interviewees without exception and 'under the protective cloak of anonymity' (Spears & Lea, 1994), the participants appeared free to express how they truly felt about the leadership phenomenon in the Council. The meant that during the interview process the researcher had the opportunity to ask the participants questions on leadership in the Council that could never have been asked in any other forum due to the culture and fear of what may happen to them. The interviews gave the participants the opportunity to respond and say things in an open and honest manner with the knowledge that their anonymity was assured which they all appeared to enjoy and participated in without any inhibitions. The participants' readiness to disclose information about their experiences and even the dark confidential one's, personified the natural conversation between researcher and the participant (Kapnik, 2006). The richness of the data that emerged from the interviews was refreshing and arguably the use of semi structured interview questions acted as a stimulus, allowing the participants to expand and respond as they felt appropriate. In the best traditions of interpretive qualitative research the emergent construction of Council leadership contained herein, has been achieved by the researcher producing a 'bricolage' in the form of the combined set of participant representations, which fit the specifics of leadership in the complex situation of a Council (Denzin and Lincoln, 2007:5). During the interview process it appeared that all the participants had a leadership story to tell and views on what was lacking, what was needed and all were keen to take part in this research without exception.

One of the frustrations encountered in relation to the interviews with the participants was how much effort the researcher had to put to ensure that they remained 'confidential and the participants' anonymity was assured' (Grinyer, 2002). This was far more than anticipated as a result of an incident in relation to the first interview for the research with P11. This was unexpected and example to emphasise the potential issues that can emerge around confidentiality whilst carrying out research in one's own organisation. The researcher made an appointment entry in his electronic appointments calendar with the first participant P11. All staff has access to this calendar and one of the researcher's team took it upon himself to check the calendar for reasons best known to him. He noticed the researcher's (his manager) entry for a meeting with the P11 who happened to be responsible for the area of the organisation for which this individual was the adviser. The adviser approached the researcher in his office and appearing really anxious, proceeded to asked why he was meeting his head of service without involving him. Somewhat taken back by this question, and mindful of the need for confidentiality, the researcher had to explain that it was not related to health and safety or work involving him or the team. It was a personal matter and he should not concern himself with the appointment. He was given the assurance that that if the meeting was work related he would have

been included, the adviser appeared to reluctantly accept this. This brought home to the researcher the concern and sensitivities staff had and these are conceivably related to the amount of changes that had taken place. From that point on the researcher ensured that no information about the research or associated meetings was put in his electronic diary. This really brought home the need to consider such issues and carefully managed meetings and appointments when carrying out research in one's own organisation. Arguably the sensitivity around this innocuously appointment entry, demonstrates the culture of dread that is prevalent in the organisation. This may be due in part to the continual restructuring and the financial pressure on the Council, with many staff being made redundant. This appears to be resulting in a fear of redundancy permeating all areas of the organisation at the time the research was being undertaken and may also explain why several of the participants' needed reassurance that this research would remain confidential.

### **7.20: MLQ (5x) discussion**

The MLQ (5x) enabled a profile of the self-rated behaviours for each participant to be developed and compared with the norms and optimum profile for the full range leadership model. These profiles paradoxically indicated that the majority of participants' behaviours displayed slightly higher or similar levels of transformational leadership behaviours to that of the MLQ (5x) norms. In relation to the transactional behaviours of contingent reward many of the participants exceeded the norms for this factor indicating that they have a tendency to relate performance to rewards. Management-by-Exception (Active) and Management-by-Exception (Passive) were identified but not significantly different from that of the MLQ (5x) norms with some slightly higher, lower and even some who did not identify these behaviours. In relation to Laissez-faire behaviours again a mix outcome emerged some were above the norms, some were similar to the norms and others did not identify this behaviour in their leadership style.

The profile for the participants outcomes of leadership, effectiveness, extra effort were slightly lower than the MLQ (5x) norms with that for satisfaction being noticeably lower and this may explain the poor moral and apparent lack of motivation raised by many of the participants' (see quote from P9, p171). The comparison of participants profile between the MLQ (5x) leadership survey norms and the Council sample from the study reported herein captures the similarities between the leadership profile in a Council setting and leaders in industrial settings. One surprising finding was that the leaders closest to the optimum profile for all nine behaviours was P14, a staff representative with 37 years' service in Local Government and P6 a Head of service with over thirty years' service in local government, the least optimum profile was that of P9 with over a decade of service in Local Government. The profile of P9 is discussed in more detail below.

The interpretation of the MLQ (5x) indicates that it is a suitable measure of leadership behaviours for participants in leadership positions in the Council and would be useful in identifying areas for individual development and support. This process could be further enhanced by having subordinate staff complete the MLQ (5x) for their leader which would give a more robust 360° profile for each participant. However when the profiles are compared with qualitative data obtained from the participants' transcripts as with Parry (2004) inconsistencies were identified with the profiles identified

by the MLQ (5x) and the behaviours expressed by the participants in the responses to the interview questions.

This is typified with the profile of P9 which indicated he possessed lower transformational behaviours than the other participants and the optimum profile, but his responses to the interview questions painted a very different picture. Here the behaviours appeared to be those of a leader who espoused transformational behaviours that were very much in line with the Transformational leader paradigm. His responses showed great empathy with the needs of his staff, acknowledgement of their contribution, the need to transform his service area and the Council as a whole. One of the other participants P3 appeared to support this with her comments on how P9 he is perceived by his staff 'who think the world of him' and others in leadership positions recognising how effectively he operates in the Council. This leads one to conclude that although the MLQ (5x) is very robust one must be careful when using the MLQ (5x) for self-rating only as it may give a misleading impression of the leaders overall behaviours. Using the MLQ (5x) as part of an holistic approach including a subordinate 360° questionnaire and qualitative information would arguably provide a much more robust profile and could really add value to the leader by identifying areas for development and it would allow the organisation to identifying leaders who possess the desired behaviours and values.

#### **7.18: Comparison with Kan and Parry's 2004 research findings**

When comparing these research findings with those of Kan and Parry (2004) one finding in particular was very interesting and comparable to their findings. When analysing the findings it was evident that the MLQ (5x) profile of the participants contrasted starkly with the findings from analysis of the interview transcripts of the participants as discussed above. The participants' profiles generally exhibited similar profiles for transformational leadership behaviours of the MLQ (5x) norms. Transformational leadership behaviours are typically considered the most effective form of leadership through times of organizational change (Bass, 1985; Kan and Parry, 2004). With the challenges that the Council face Transformational leadership is arguably the leadership behaviour the Council requires. Similar to their findings but ironically the other way around, if this research only analysed the MLQ (5x) data profile of the participants, one may have concluded that the Council leadership was as good as the profiles were generally comparable with the norms found in industry generally. Similarly, if only the qualitative interview data was analysed, one may come to the conclusion that Council leadership is greatly lacking. With these contradictory outcomes it was prudent therefore to carry out the additional analysis in accordance with the mixed method approach following the principles of theoretical coding and theoretical sampling (Kan and Parry, 2004) presented above.

A very important consequence of following the approach taken by Kan and Parry was the researcher was able to thrust aside his "intellectual baggage" and carry out this research with no preconceived ideas about what the research might find (Strauss and Corbin, 1990; Parry 1998). This allowed the research to establish a number of features of leadership in a Council that the researcher contends confirm leadership's status as a social process (Parry 1998) with the emergence of reciprocity (see the quotes from P1 and P10, p170). This research builds the work carried out on leadership using a grounded theory approach by Parry (1998), Kan & Parry (2004) and Alimo-Metcalfe & Alban-Metcalfe

(2005), to enhance our understanding of leadership and in particular leadership in a public sector setting of a Council.

Similar to Kan and Parry's findings (2004) emerging from the interviews with the participants was the important role played by organizational politics in both enabling the process of leadership and in acting as a barrier to it. (Kan and Parry, 2004:467). The research also identified that leadership was being repressed across the Council and to overcome this will require a cultural shift. The fact that the participants identified patchiness around how the Council leaders exhibit leadership is an outcome of the research (see quote from P7, p172). This is arguably down to the overtly political, opaque and multi-layered organizational structure of the Council. This results in multiple realities of leadership into different groups such as Elected Members, Executive Directors, Senior Managers, Heads of Service, Heads of Departments and senior staff representatives etc. This manifests itself by a lack understanding of the role and needs of each other, resulting in different and often conflicting agendas. As with Kan and Parry's findings this is compounded by the communication challenges associated with these multiple realities which were typified by the participants insights presented in this research.

#### **7.22: Chapter Conclusion**

The participants views on leadership paints a picture that no one leadership paradigm prevails in the Council and many components of transformational and effective leadership practice are low at best and often appear to be absent. There appears to be a divide between the Elected Members, Executive Directors and senior officers of the Council and this manifests itself in the organisation which has a high staff turnover in certain departments, an inordinate amount of sickness and absence at levels that transcend those that any organisation can sustain. The internal barriers to transformation that many of the respondents referred to is systematic of ineffective leadership and indicative of a fragmented organisation with no clear vision or direction.

A simple comparison of responses to the interview questions shows a significant variation between those who were interested in serving the community and delivering effective and efficient services and those that who were more interested in serving themselves. One of the Elected Members was absolutely committed to service delivery, as were the staff representatives who were also focused on serving the community and Council staff. Only a few of the Council officers expressed the same commitment with only P9 and P10 appearing to be fully focused on service delivery with the other participants seemingly focused on internal issues, department specific issues and internal politics.

The fact that the one of the Elected Members and several of the senior of the leaders of the Council were in this group was surprising when one considers that the whole purpose of the organisation is to provide services to the community. It would appear that this group has less commitment to service delivery than the other participants. It is no wonder that some of the outcomes associated with leadership leave a lot to be desired, when one considers the behaviours of some of the leaders in the organisation.



The role that these participants have in shaping the organisation and its actions also raises issues around the culture that pervades the organisation and their individual character. With their seniority; one would expect them to challenge the obviously inappropriate behaviour that is prevalent in some service areas and the significant failings of leadership in others. Yet they appear to go along with these effectively turning a blind eye, recalling the comment from P13 “I can think of one, two, three, four areas where leadership is lacking”.... despite four years of constant change, he appeared to just accept these shortcomings and made no reference to what he intends to do about it. This malaise permeates throughout the organisation and with these systemic failings and an absence of leadership one ponders if the leadership of the Council is not prepared to take action to address these issues, should external intervention by the Welsh Assembly be instigated as has been the case in other Councils who appear to have similar shortcomings.

On reflection of the results and discussions presented herein, one is unable to identify one particular leadership paradigm of this Council. The researcher has concluded that the participants related to elements of the traditional leadership paradigms to a greater or lesser extent. What did clearly emerge was that the behaviours associated with servant leadership espoused by Greenleaf (1970; 1977) or the Transformational paradigm espoused by Bass (1985) were largely absent in the participants responses. This may be due in part to the apparent change weariness of the participants or the fact that they may have been overwhelmed by the nature of the task they face.

The research clearly identifies that there is no one leadership theory or paradigm such as Transformational (Bass and Avolio, 1997) Servant leadership (Greenleaf 1971; 1977) that will meet the expectations of all those in a complex organisation setting like the Council. The participants' responses identify a mix of leadership behaviours; theory and paradigms that appear best suited for the leadership of the Council. One of the emerging themes relates to a clear focus on the behaviour of leaders and the effect it has on the organisations culture. The findings also suggest that effective leadership should avoid restrictive and intimidating approaches as this stifles innovation and the flow of open and honest communication even at leadership levels. This can lead to unacceptable levels of risk in many areas for the organisation and the leader and this has been clearly evidenced in this research.

Finally it is apparent to the researcher that with the current financial constraints and other challenges that the Council faces, the present leadership arrangements are arguably not fit for purpose as described by Brooks (2007) and they are in need of major improvement. To support this view the Council is failing to ensure that national targets are met, budgets controlled, some statutory requirements are not being met, staff wellbeing is not being managed effectively and there are question marks over the efficient delivery of services (WAO, 2012: see Epilogue; Council Financial Report, 2012; Smith, 2009). The frequent change to the Councils leadership, structures and management appears to have been largely ineffective and costly (BBC 2011; WAO, 2012).



## **8.0: Conclusions**

### **8.1: Introduction**

The aim of the research reported herein, was to explore leadership in the public service setting of the Council. This chapter will bring together the research findings in relation to the research questions set out in chapter one. The chapter is structured in several sections with the first section being an exploration of the research findings and how these answer the research questions. The second section will discuss the substantive findings of the research and during this evaluation, questions will be asked of the findings in order to reveal what has been accomplished in respect to the contribution to knowledge, practice and the implications of the findings for the Council and leadership practitioners working in a Council setting. The final section discusses the limitations of the research, makes suggestions for further research on leadership in a Council setting and brings the thesis to a conclusion.

The researcher followed a full grounded theory method (Kan and Parry, 2004) to explore the many factors that are associated with leaders and the leadership process in the increasingly complex setting of a Council. The participants were all in various, recognisable leadership positions of the Council, with a mix of seniority, gender and age. This approach coupled with the positions held by the participants allowed the researcher to elicit deep and meaningful responses from those responsible for leadership in a Council. The analysis of the quantitative psychometric data obtained from fourteen participant responses to the self-rating MLQ (5x) questionnaire and qualitative data from semi-structured interviews gives an in-depth insight into their perceptions, meanings and sense making related to leaders and the leadership process in a Council setting. Central to the research approach taken was that the methods used allowed for the emergence of themes from the data, as opposed to the testing of theoretical propositions of leadership or the leadership phenomena (Parry 1998, Kan and Parry, 2004).

Taking a holistic approach to researching leadership, has enabled a comprehensive understanding of leadership and the leadership process in the Council setting to emerge. The triangulation of qualitative and quantitative data and the contrasting findings; allowed a greater understanding of the leaders and the leadership processes in a Council setting (Parry 1998). The richness of data that emerged from the participants further illuminates leadership in the Council as multidimensional and complex phenomena.

### **8.2: Research questions revisited**

To recall the research questions asked at the outset of this research were:

1. Ascertain the predominant meanings leaders attribute to and associate with leadership in a Council setting.
2. Elicit the enablers and barriers to leadership in the Council from a leader perspective.

3. Inform the Councils strategy for supporting the development of leaders and leadership across the Council, by asking the participants what should be included in a leadership development course?

### **8.3: Summary of research contribution**

No one meaning of leadership or leadership paradigm emerged from the research rather a complex mix of elements of the plethora of leadership theories and individual viewpoints.

- Leadership in a Council setting requires clarity of vision, values, direction and the ability to communicate these effectively. There is an opportunity to remove the ambiguity around the leadership of the Council, bringing much needed clarity on who actually leads the Council as the present arrangements are unclear.
- There is a dichotomy of views on the delivery of services between the salaried officers and Elected Members and this is hindering the transformation of the organisation and leading to inefficiencies in service delivery.
- Several issues were identified around inappropriate leadership behaviours and the destructive effect this is having on staff and the organisation.
- A leadership model has been presented to help ensure that statutory requirements are met and encourage citizen and community engagement in the Councils decisions for discretionary services.
- There is an opportunity to develop a leadership development course for Council officers and Elected Members, with a model of a curriculum emerging from the data. This process can be enhanced by utilising the MLQ (x5) for both self-rating and a 360° approach to identify opportunities for the development of leaders.
- The participants in leadership positions in the Council appeared to have developed dyadic relationships with peers rather than their leaders and followers. This has led to the development of close relationships that may not be conducive to collaborative leadership or working, with the potential for cliques and divisions occurring within the leadership team.
- There is an opportunity for the leadership of the Council to embrace new methods of working, by encouraging transformational leadership behaviours, rationalising structures, reducing the management hierarchy and number of management positions, effectively empowering staff to serve the community.
- The researcher feels that the use of the MLQ (5x) and semi-structured interview questions with complete anonymity is a powerful process for improvement. The MLQ (5x) identified areas for improvement for the participants and the data from the participants identified many

issues that were hindering the transformational process. If these are harnessed and acted upon this would significantly improve the performance of the organisation and harness the full capacity of the Councils human capital.

#### **8.4: Contribution to Knowledge and Practice**

From the beginning of the researchers Doctorate of Business Administration (DBA) journey there has been the desire to gain greater knowledge and understanding of the process and meaning of leadership with its ambiguity and paradoxical nature in a Council setting. There were two main aims of the research, to add to body of knowledge leadership and also leadership practice in this very complex organisational setting. These aims were driven by both personal and professional motivation in that the researcher wanted to gain the award of a DBA and perhaps more importantly wanted to gain a greater insight into the leadership phenomena and share this with leadership theorists, researchers, leadership practitioners and others who are interested in leadership. During the research process and writing of the thesis, the researcher has endeavoured to integrated leadership theory with leadership practice in an authentic and transparent manner to ensure that the research can withstand scrutiny and challenge.

The following section will focus on the original contribution to leadership knowledge and practice within a Council setting which that is undergoing transformational change, at the same time as facing unprecedented challenges.

##### **8.4.1: Contribution to theory**

In relation to the first research question asked at the outset of this research, Ascertain the predominant meanings leaders attribute to and associate with leadership in a Council setting? It is clear that there is a multitude of meanings constructed for and associated with leadership in a Council setting. The participants' construction of meaning and understanding of leadership in a Council setting did not identify one single leadership paradigm that would meet the organisations or their individual needs. No predominant meaning or meanings gained a consensus from the participants rather a very diverse set of meanings and descriptions that were nearly all individualised and contrasted significantly between the participants. Emerging was an assemblage of many of the elements of traditional and emerging leadership theories. The participants' identified a complex and very diverse range of skills, attributes, values and behaviours they felt leaders and the leadership should possess and clearly demonstrate for leaders and leadership to be effective in a Council setting. It is clear that with the complexity and sheer range of services that a Council provides no one leadership style or theory is going to apply.

Repeatedly the participants expressed the need for clarity on who actually leads the Council, is it the Board or the Executive Directors? Without clarity it is clear that there is an absence of strategic leadership, vision and direction. There was a consensus that leadership requires the ability to clearly communicate a vision and direction and this requires the ability to communicate these and the priorities of the Council to all stakeholders including, staff, Elected Members, the community and external agencies. A strong theme that emerged from the participants was leadership requires values and that these are embedded in the organisation; essentially how we do things here. This can be

achieved by the leaders identifying and communicating these core values. These are then reinforced by the leaders actions, by them demonstrating the correct standards of behaviour and taking appropriate action when others fall below these. The need for organisational and individual values appeared to be very important to many of the participants, who repeatedly expressed the need to have values. It was alarming to note they many of the participants felt that values were absent in the organisation and the leadership at the time of the study. There appears to be a clear dichotomy of views between the paid officers in leadership positions and Elected Members of the Council.

It is evident that leadership in a Council setting has a multitude of meanings to those in leadership positions with no one meaning or theory emerging from the data that is adequate to describe the leadership phenomenon in a Council setting. Arguably what the research does make clear is that leadership in a Council setting requires clarity of *vision, values, direction and the ability to communicate these effectively*, to ensure that it the Council meets the needs of the community, deliver services efficiently and effectively by empowering and enabling the leadership and staff to serve. The absence of these is effectively resulting in barriers to leadership and the change process which.

#### **8.4.1.1: Transformational and Transactional Behaviours**

The participant self-rating behaviours associated with the transformational leadership paradigm were comparable with the norms for the MLQ (5x) however they emerged infrequently during the interview responses with the participants only giving a few examples of these. Arguably the fact that the organisation is effectively undergoing transformation and the leadership did not appear demonstrate the behaviours associated with this paradigm, go some way to explain why the transformation and change process is failing. It is however interesting to note that some of the MLQ behaviour profiles for the participants were close to the optimum for transformational behaviours. Surprisingly P14 a staff representative, who is a refuse collector, had the optimum profile for these behaviours yet he has not had formal leadership training. It is interesting to note that the attitude to leadership P14 holds, appears to have been shaped by a lifetime of political activity and his inspiration and views have been moulded by his political mentors and willingness to serve the community and his colleagues in the trade union movement. The closest to the optimum profile for the Council leaders was P6 who has worked in local government for 30 years. The Executive Directors profiles indicated that their transactional behaviour of contingent reward were well above the norm.

Avolio and Bass (1991) argue that the basic premise of this “full range” leadership Model is that transactional and transformational leadership are not viewed as opposite ends of a continuum, but the same leader can display each of the full range of behaviours or styles. This research supports this view and as such transformational leadership behaviours in a Council setting will not eliminate transactional elements of leadership, but will enhance leadership by obtaining extra effort from followers. Transformational leadership behaviours are required by the Council leadership to meet the challenges that it faces and to deliver effective and efficient services.

#### **8.4.1.2: Laissez-faire Leadership Behaviours**

There was clearly evidence of laissez-faire behaviours or put contextually as non-leadership in many areas of the Council (Avolio and Bass, 1991; Antonakis et al 2003; Northouse, 2004). This behaviour was identified by some of the participants in their own MLQ (5x) self-rated profiles. There are

numerous and tangible examples of these behaviours, given the number of failings of the Council to deliver projects on time and failing to deliver basic and fundamental functions such as statutory requirements. One must ask where is the Council leadership, why has this been allowed to happen and why it is still being tolerated.

#### **8.4.1.3: Multifactor Leadership Questionnaire (MLQ 5X)**

The MLQ (5x) profiles revealed useful information on the transactional, transformational, and laissez-faire behaviours of the participants and the self-rated profile obtained can be used to identify personal development opportunities. The qualitative data revealed that self-rating by the participants can be enhanced further by having 360° degree profile and by carrying out a qualitative review of the leaders behaviours as there appeared to be conflicting information obtained from qualitative data in relation to the profile of one of the participants P9. A mixed approach will give a robust profile of the leaders behaviours and avoid any factors that could have influenced the self-rating responses. The profile obtained can then be matched against the values and behavioural expectations of the organization. If there are areas where the leaders profile is below the optimum, then coaching and development can be used to improve and optimise the desired behaviours in the leader.

#### **8.5: The Enablers and Barriers to Leadership**

Enablers for leadership appeared to be a complex mix of internal and external interventions across the Council. Targets requiring the Council to deliver certain services and meet measurable performance targets set by the Welsh Assembly Government and this appeared to give the leadership an area to focus their efforts on with both positive and negative outcomes. Positive in that they had clear targets to achieve which could be communicated and understood by all stakeholders and performance against these could be measured and interventions made as appropriate. However as discussed the participants explained that these are not effectively communicated and communication emerged as a real issue in the Council. These targets had a negative effect because they have appeared to become the sole focus of some in leadership positions and achieving these targets at all cost has become the mantra, despite any operational difficulties that may have arisen. This has resulted in some areas of the Council having high levels of stress, sickness, absence and staff grievance issues, which has been linked to a macho leadership style.

Other drivers for leadership were also identified by the participants and related to internal influences in the organisation from the Chief Executive, Heads of Service, individual Elected Members drive and individual motivation as exemplified by P12; who as an Elected Member is leading initiatives to improve service delivery for the community and working conditions for the Council staff. Overall there was a general consensus that there is a mixture of enablers to leadership in the Council from both internal and external sources.

When it comes to '*barriers to leadership*' these were numerous and clearly expressed by the participants. There is a lack of a clear strategic vision and direction resulting in many mixed messages being disseminated through the multitude of layers of the organisational structure of the Council. This has resulted in a silo mentality with departments becoming insular and protective and Heads of Service effectively competing for a share of a diminishing budget and trying to obtain support from the

Executive Directors and Elected Members. Corporate initiatives are being deliberately blocked by Heads of Service and managers applying innovative approaches to block these.

The failure of the Council to give clear direction and communicate priorities has resulted in the Council failing to deliver on key projects and some statutory requirements. This has resulted in barriers and resistance to change within several areas of the organisations including management. This has resulted in a perception of disconnection with some service areas and the leadership of the Council, which was particularly evident in the responses relating to leisure services given by P9. They consider that their departments are viewed as not as important as other services that are much larger, such as social care. This is aligned to the behaviour of some senior leaders who appear to have favourite service areas and results in the less popular services having to fight very hard to obtain a fair allocation of the diminishing budgets. Other areas actually disengage from corporate change initiatives by creating innovative barriers to change. These behaviours and barriers often appear to be politically driven, as the sanctioning leader seeks to retain control of staff in their area and may even be just to undermine those who they do not have a dyadic relationship with. This has had the effect of undermining the leadership and reinforced the negative perception of and hindering the transformational change process.

Similar to the findings of Kan and Parry (2004) the research found the tactics used to block or act as barriers to change included political tactics, reciprocity between likeminded groups of leaders who attempt coalition building and the more destructive tactics of non-sanctioned political tactics of manipulation and even intimidation. These behaviours and barriers are impacting on the Council's ability to transform to meet the challenges that it faces and deliver key services to the community.

The participants appeared to accept a culture of leadership and performance mediocrity and there were several examples of inappropriate behaviour which on occasions manifested itself in a range of macho behaviours. Even those in senior leadership positions were instigators and perpetrators of this behaviour and complicit in allowing this behaviour to persist. Some used their position or power to coerce others into carrying out unethical actions, as was the case with P2. Arguably this culture has resulted in a series of serious failings of the Council to deliver statutory requirements, projects and efficient services to the community that the Council serves.

This leadership approach has arguably encouraged the advancement of people to leadership positions who are complicit and perpetuate these negative behaviours. Not all of the participants were comfortable with this approach indeed they all gave different perspectives on the negative effect of this culture. However they are arguably all complicit, as they appeared fearful of challenging these behaviours. What was perhaps more surprising was that these behaviours are also found in the most senior human resource professionals of the organisation. These are after all required to comply with a professional code of conduct and yet they are not addressing the fundamental issues of inappropriate workplace behaviour in the organisation.



## **8.6: Contribution to practice**

### **8.6.1: Conceptual leadership model**

The data reveals obvious dichotomies between the leadership of the Council and the Elected Members which are impacting on the Council's ability to transform itself as an organization. The leadership appear to be focussed on the size of and range of services offered and the budgets for these, whilst the members arguably appear to be focussed on the specific needs of their communities or political agendas. There appears to be a real barrier between what the Council is mandated to deliver and discretionary services that the Council delivers to the community and they are not treating discretionary activities as distinct from the services they have a statutory duty to provide. There is clearly a tension between what is provided in the form of discretionary services and the general desire for high quality services, especially in core areas (DCLG, 2006). Discretionary services range in size from large services used by a significant percentage of the population, such as sports and leisure facilities, to smaller services for specific service needs within the community, such as day centres for people with disabilities and adult education (DCLG, 2006:37). This has clearly led to difficulties and inefficiencies in the Council with service areas that fighting for a share of diminishing budgets and between the community the Council serves. One has to consider why many of the statutory functions and services that the Council delivers are subjected to such a convoluted debating and decision making process? Many of these are statutory requirements and as such should arguably be removed from this process, with budgets and resources ring fenced to ensure that they are effectively and efficiently delivered. Conversely there is little evidence that the Council are giving consideration or have in a debate around the discretionary services it should be providing.

Discretionary services lend themselves to healthy and constructive debate with a democratic decision made, such as local planning issues, closures of services, such as leisure facilities or day centres etc. However the current leadership arrangements are arguably not only divisive and inefficient but the potentially pose a serious risk to the community and staff with some safety critical statutory requirements not being carried out (Council Internal Audit report, Point A1.6.3 2008). This situation is unsustainable with the participants unanimous in the view that there are significant opportunities to improve on the leadership of the Council with a clear direction and vision paramount to this.

A model is suggested below where the senior Council leadership and Board of Elected Members join together to form a leadership team and develop the vision, values, strategy the direction of the Council. This would give the Council the ability to give distinct consideration to issues of the split between statutory and discretionary activities (DCLG, 2006:25). These could be clarified, budgets and resources allocated and services implemented to ensure that the transformational process is achieved and a sustainable future for the organisation established.

**Figure 12: Potential leadership model**



The above model basically differentiates the roles of leaders who are salaried staff and members and the areas of responsibility differentiating between statutory and discretionary service delivery and decision making processes. If the statutory services are removed from the convoluted political arrangements this will allow prompt decision making and action implementation with the potential for efficiency and cost savings and this model could be the basis for future research and testing. Enter complexity theory and the concepts of complex adaptive systems into the Council leadership lexicon (Schneider and Somers, 2006). The organisation can apply these principles and implement new approaches, such as agile project management (Larman, 2004) by adopting the complex adaptive systems approach, used so successfully in nature such as swarming which relates to behaviour of bees in nature that swam to provide a mechanism for their colony to reproduce itself (Wheatley, 1999). Swarming in a Council context relates to the flexible application of additional resources which are applied to the project in an agile way as required. This approach will help address many of the issues in the Council that are disrupting the effective and efficient service delivery.

This approach can benefit the Council and Community by fully utilising the robust democratic process. Elected Members would be able to represent the views of their communities on which of the discretionary services they want delivered. These views would then be subject to the debate and agreement within the Council and the allocation of both human and financial resources to deliver these services committed accordingly. This will enable the community to participant and engage with the Council in making the tough decisions on what the Council delivers for them and what it cannot. There are various mechanisms that can be used to facilitate this approach; they can communicate through their Elected Member, via electronic and postal surveys and by public consultation initiatives and road shows. In effect this will give the community a say in deciding where to allocate their taxes to pay for services. The community will also have the democratic power to use their vote to hold the Elected

Member accountable if they are not representing their wishes by using their vote during local elections. The combined leadership team will ultimately be responsible for identifying the vision and strategic direction of the organisation, allocating budgets and resources accordingly and addressing any organisational issues with the support of salaried professional officers.

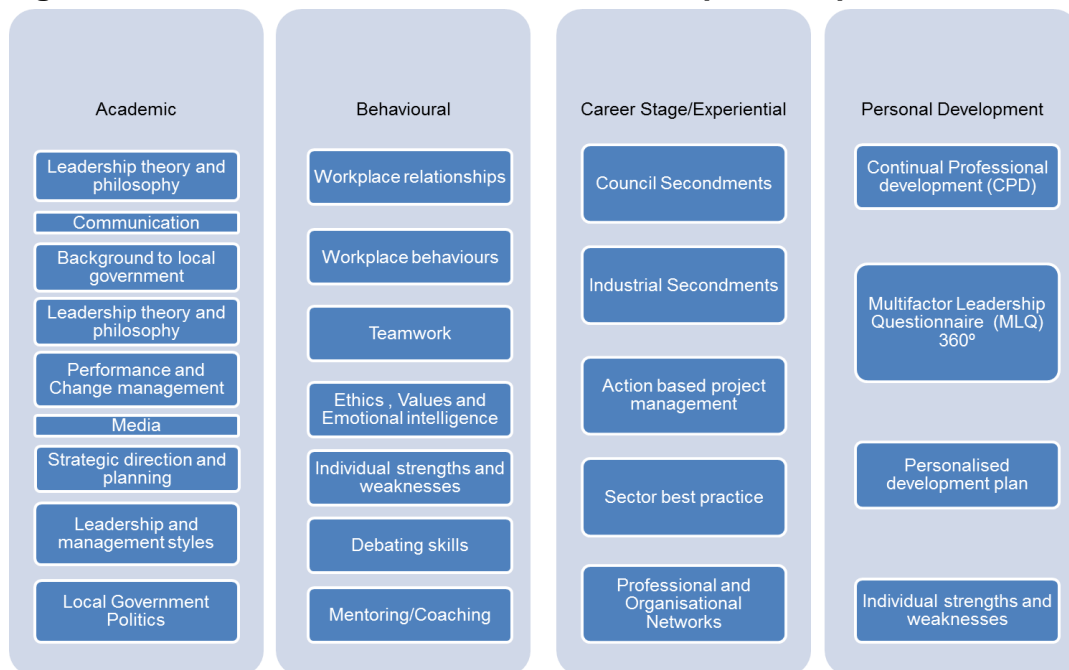
The model above will arguably remove the need for the plethora of management layers, service areas, and portfolios etc. This will enable the organisations leadership to focus on delivering the services that are mandated by law and those that the communities want. This will also help the organisation operate within the financial constraints that the Council face. Arguably this approach will also result in financial savings, efficiency improvements and also help with staff moral as they will be empowered and able to focus on their role and purpose.

### **8.7: The development of leaders and leadership across the Council**

In relation to the third research question, informing the Councils strategy for supporting the development of leaders and leadership across the Council. The research identified several key themes that are not covered in the Councils existing leadership development course. This information will be of interest to leadership practitioners for the purpose of self-development and also organisers of leadership development courses and training. This information can act as a basis to develop a comprehensive leadership development program for Council leaders, which can start early in their careers and progresses through to senior and Executive leadership positions. Detailed information on the course content suggested by the participants is presented in the appendices. This is a valuable contribution to leadership development knowledge and practice when one considers that the source of the information are leadership practitioners who represent leadership positions at all levels of a Council, many with decades of experience of good and arguably not so good leadership. The knowledge and information readily shared with the researcher was not for personal gain, but to identify areas a Council leader should be proficient in and there was on the whole a consensus on what should be included in a Council leadership development course.

The figure presented below represents a conceptual curriculum for a leadership development course for Council leaders and leadership. The model was developed from participant responses to the interview question... 'If you were running a leadership course in this organization, what content would you include'? It is envisaged that the course would revolve around four main elements Academic, behavioural (including the use of psychometric testing such as the MLQ (x5) to identify strengths and weaknesses), Career stage, experiential and personal; development. The delivery would be a mixed approach to include taught sessions in the form of formal interactive workshops, practical experience gained from secondments and project work, personal development plans, coaching and mentoring.

**Figure 14: Potential Council Leader/Leadership Development Curriculum**



Source: Adapted from Day 2001

The above are the areas that the participants feel are required for a leadership course for the development of leaders and leadership capacity. There is a mix of generic elements that are readily available in the market place and others that could include topics of interest to the particular organisation. More detail on the content of these elements can be found in the appendices.

The researcher would argue that a leadership development program would benefit by making use of the MLQ (5x). This would enable personal areas for the development of the individual to be identified; the profile generated allows the participant to reflect on their own profile and behaviours. These can then be considered and the areas identified be developed by using formal training, workshops, coaching, mentoring or secondments. This approach could be enhanced further by including a 360° evaluation, by the participants subordinate's rate their leader using the MLQ (5x). This would give a much broader profile of the leaders behaviour and may identify other areas and behaviours for development. This will be more robust as it can be used to validate the leaders self-rating profile which may have scored higher or lower in some areas as was the case with P9. The MLQ (5x) questionnaire is very robust; however the self-rating profile can still be influenced by such factors as modesty.

## 8.8 Other substantive findings

The participants expressed a need for greater influence and input into the transformational change and leadership process of the Council, with negative issues such as a macho culture and absence of values being a recurring theme. This apparent lack of influence and inappropriate behaviours is ultimately stifling innovation, repressing creativity and the ability of the leadership to think of creative solutions for the challenges the Council faces. These inappropriate behaviours are resulting in high levels of staff sickness and absence, low morale and high staff turnover. This is obviously detrimental to the Councils ability to deliver efficient services, the change process and ability of the leadership to

transform the organisation. With the levels of stress, sickness, absence and staff turnover the Council is experiencing, the financial and service delivery pressures are being compounded, let alone impacting on the health of staff, increased agency staff and increased health care costs to the Council and also the National Health Service.

Another key theme that emerged from the research was the dyadic relationships and reciprocity between those in Council leadership positions. The participants did not give a sense of collaboration within the leadership of the organisation; this only appeared to happen between peers. This was not the traditional leader follower relationship which was only evidenced in a few cases; this was between peers and in one case between an Elected Member and the electorate. Dyadic relationship between peers has arguably led to the development of cliques within the leadership levels of the Council, with likeminded individuals conspiring together to support or block the change initiatives of the Council.

The majority of the participants expressed a view that there was a general absence of leadership in the organisation, to recall the response of P13, when ask if he could think of examples where leadership was lacking he replied "yes I can, I have one, two, three, four, places". This absence of leadership and the inappropriate behaviours that pervade the organisation has resulted in a moribund Council leadership who are effectively trapped in a cycle of continuous and complex change, continually replacing those in leadership positions, who are effectively blamed for the failures of the Council. When in effect the failings of the Council are obviously more fundamental and the researcher would argue that they are related to absence of the leadership and the organisational structures in place. The present arrangements appear to satisfy those in leadership positions, as opposed to efficiently delivering the services of the Council and meeting the needs of the community.

### **8.9 Destructive Leadership**

In relation to the emergence of the destructive leadership phenomena, some may argue that in these austere times and with the challenges that the Council faces, ethical standards may be secondary to achieving priorities. But to compromise on such fundamental requirements when in leadership positions is arguably not only unsustainable but it is also counterproductive because the challenges remain and further ones introduced as leaders and staff are forced to either be complicit or leave, with again numerous examples of the latter in the Council. The emergence of these behaviours in a public service were not only surprising but were quite frankly alarming as was the degree turning a blind eye and even complicity by those in senior leadership positions and perhaps more alarmingly by HR professionals who are bound by a professional code of conduct. However when presented with these behaviours it is evident why the Council is failing to deliver in many areas and suffers many of the problems associated dysfunctional leadership behaviours which were clearly evidenced by the participants data.

### **8.10 Research Design Boundaries**

Generalizing the results of this research is not possible as they cannot apply to every Council and this was not the aim of this research. The aim of the research was to develop an understanding of the perceptions of leadership in this organisation. This research may be used as a basis for future

research to add to the body of knowledge on leadership and in particular leadership in Councils and in local government. A consideration that was established whilst carrying out the research which is worthy of special mention, was the sensitivity and difficulty of carrying out this research during a time of aggressive restructuring and change in the organisation. Many of the participants were initially concerned about responding to the questions on leadership in the Council in case this caused them personal difficulty. The participants were reassured and when they were confident that their responses were strictly private and confidential they appeared to enjoy the opportunity to comment without fear of retribution. However it did highlight the sensitivities, ethical issues and the requirement for good planning and arrangements to ensure that the participants remained anonymous. There were also concerns that this research could expose the researcher as he would be privy to the thoughts and feelings of senior managers and Elected Members and this may place him in a difficult position. However with the support of the University and supervisory team, these concerns did not materialise during the research but definitely need to be considered if similar research is carried out in the future.

### **8.11 Research Boundaries**

The research is positioned to reflect the leadership interfaces described in this Council with the boundaries being corporate decision making and behaviours in relation to the 'leadership' in one Council and therefore needs to be understood in this context. There are cultural and organisational differences between leadership in the private and public sectors and this research does not intend to explain the similarity or differences between these; however this would be a very interesting area for further research. This research, the findings and conclusions need to be considered in the context of the Council, the organisation in which this study was carried out and as mentioned above there is no claim that these findings are generalisable. The use of the semi-structured interview questions, MLQ (5x) questionnaire and approach taken are presented in this thesis and this will allow the same approach to be taken to either replicate this research or to be used as a basis for further research in this area. Further research may be of interest to the Council and other researchers who may be active in the leadership field.

Arguably time constraints of the DBA research programme allowed less time than may be ideal for this research. As the researcher works in the organisation full time and only having a set allocation of time for the research, it is inevitable that some aspects of leadership practice, organisational culture and communication may be left unexplored during the research. The fact that the researcher is a colleague of the participants and that the research is being carried out in difficult times, with the fear of redundancy rightly or wrongly held by many, may also limit what was revealed. The key informants may have been guarded in their responses during the interviews, especially initially until the researcher gained their trust and confidence. The key informants may have been guarded in their responses during the interviews, especially initially until the researcher gained their trust and confidence. The researcher choose not to extend the research to include leadership in other Councils, even though such comparisons might be valuable, it was unrealistic when considering time, access and cost implications. This also allowed more depth of understanding regarding the group on which this research was focused. Additionally, the research did not use structured interviews in order to minimise any obtrusiveness, agenda setting or influence on the key informants.

### **8.12 Recommendations for Future Study**

Arguably the findings of this study may have implications for other research in the area of leadership in a Council setting. On critical reflection of the research the following areas emerged from the research as potentially areas of further research and are proposed by the researcher:

1. Conduct a study of the perceptions of leadership by Council staff regarding their experience and their views on leadership and the leadership process.
2. Conduct a multiple case study or studies to determine how leaders in other Councils understand the Council leadership paradigm.
3. Extend the use of the MLQ to include the members of the participants own teams to allow a 360 degree view.
4. Examine the relationship of the leadership to the success of project and service delivery by Council teams.
5. Replicate the research to confirm the validity of conclusions in the same or different contexts.

### **8.14 Chapter Conclusion**

When embarking on my research journey I set myself several questions on how leadership is constructed in a Council, enablers and barriers to this leadership and how leadership can be developed. The section attempts to bring the thesis to an end acting as a summary and critical reflection on the research.

Firstly reflecting on the research findings, it is clear that despite the plethora of literature and research that has been carried out on the leadership phenomenon one has to conclude that leadership and the leadership process still means many different things those in leadership positions. Leadership in a complex and unpredictable organisation of a Council one has yet to construct a model that fits with one of the existing leadership paradigms. The meaning of leadership in this setting appears to be an assemblage of many of the elements of traditional theories and emerging leadership theories. This research identified that Council leadership requires vision, values, direction and the ability to communicate these effectively and that these are fundamentally associated with the behaviours and attitudes of the leaders and leadership of the organisation.

The findings of the research has identified the need for Council leaders and the community to have more influence in how the priorities of the organization are identified and services are delivered. The structures and decision making process are hindering an efficient process and implementation of change, as there is a lack of consensus on what are the priorities for the Council. The frustrations expressed by many of the participants' during their interviews indicates that Council leaders need to have the ability to influence the decision making process and be able to inform the Council leadership of the realities of any changes. Deprived of the ability to influence will result in a failure of the Council

to harness the talent, professional expertise, creativity, ability to innovate and ultimately result in leadership continuing to be stifled. This will then be reflected in perpetuation of inefficiency, poor performance, high staff turnover and the cycle will continue. One has to ensure that services are focused on meeting the community's requirements and from best practices in the public sector obtaining best value in terms of quality, cost and satisfaction.

The research identified more barriers than enablers to leadership in the Council with the present structure and leadership arrangements legitimising an inefficient, bureaucratic and dysfunctional organisation. The leadership structure has resulted in dyadic relationships amongst peers resulting in cliques and decisions made on preferences as opposed to need. The organisation culture has resulted in inappropriate behaviours and an organisation that has leaders who are clones of their superiors afraid to challenge and offer alternative solutions as this will hinder their career. The research has shown that there is an opportunity to develop a specific leadership course to train existing leaders and meet the development needs of future leaders in a Council setting. The elements of the course have been identified by the participants who have many years experience in the running of Councils and have experienced good and bad leaders and leadership. The present curriculum for leadership training and development is generic, arguably not meeting the needs of the participants or the organisation.

The researcher argues that it is apparent from these research findings that the present leadership arrangements in this organisation are not fit for purpose as described by Brooks (2007), being inefficient, with an inability to deliver on many of projects and an absence of leadership in many areas (WAO, 2011, P13 quote, p160). There is a multitude of layers in the structure which is hindering effective collaborative leadership, communication and the transformation process and arguably resulting in a leadership of the Council that is so nebulous no-one will be able to measure it let alone try to define it (Brooks 2007:2). These issues are having a significant impact in relation to service delivery for the community and the health and well-being of staff is being impacted on negatively. The organisation is desperately in need of transformational change to address many significant shortcomings and meet the many challenges that it faces, many of the potential solutions were paradoxically eloquently revealed by the participants during the research.

### **8.15 Epilogue**

To support the findings of this research and counter any potential thoughts of bias, the researcher has included information from a statement from the 'Auditor General for Wales' to act as an epilogue and arguably validate the research findings. During the research journey many interesting findings emerged from both the qualitative and quantitative data. The quantitative data painted an arguably less than flattering picture of the leadership of the organisation but these may be influenced by either bias from the researcher or from the participant. The researcher would argue that the information presented below not only validates and support the main research findings, but also enables the any assertions of bias against the researcher or participants to be refuted.



“The Council has not consistently delivered its long-standing priorities in some key service areas and its progress in other areas is slow.” (WAO 2010:7)

The report unfortunately goes on in the same vein, listing numerous areas requiring Improvement including the necessity to develop a...

“Communication strategy to ensure that all staff understands what is required of them in relation to the strategic change model and publish its improvement Plan so that citizens know and understand what the Council is seeking to deliver.” (WAO 2010:5)

The only point of optimism in the report was a statement that “The Council has a new management team and political administration which is committed to changing services for the better and making the best use of available resources.” (WAO 2010:9). This is tempered with the statement,

“Achieving the Councils ambitious objectives will be difficult without simple and effective supporting arrangements delivered quickly by the new leadership.” (WAO 2010:9)

However to put this new management/leadership team in context, the new Chief Executive was the perpetrator of the inappropriate behaviour which P2 so vividly described and failed to initiate the internal whistle blowers policy. The management team contains the same officers, albeit some are in different positions that have been involved in the ineffective change management program since 2006 and one new member.

The WAO 2011 conclusion stated,

“The pace of change within the Council has been slow. We also reported that the Council isn’t getting good information about how it is performing or making best use of its people and IT. Whilst the Council manages its finances reasonably well it isn’t planning sufficiently for the future.”

The WAO 2012 report concluded that the Council lacks a culture that promotes an appropriately open and balanced assessment of its performance and has yet to effectively evaluate how well it is delivering its improvement objectives. The Councils performance assessment tends to focus only on positive achievements, and is overly reliant upon data which reports what the Council does, at the expense of data which demonstrates the difference the Council is making in terms of outcomes. The Councils Cabinet and scrutiny arrangements are not yet effective enough to facilitate robust challenge of service performance (WAO 2012:5).

Statement from the Leader of the Council, when commenting on the 2012 WAO report.

“As with many reports there are elements that make uncomfortable reading but in order to improve performance you have to identify areas of weakness”.

Notably the Leader of the Council has in the position prior to the start of the change program in 2006, paradoxically leading the organisation through this six year change program to achieve the results stated earlier. Undoubtedly the reader will draw their own conclusions about the effectiveness of the leader and leadership of the Council.

Unfortunately when all things are considered the researcher is pessimistic about the ability of the leaders and the Council to make the necessary transformation, as the present arrangements does not appear identify that the present leadership arrangements are not working and some of those in leadership positions may actually be part of the problem.

Finally to try and end on a more optimistic note P9, the only Council officer participant who appeared to espouse the behaviours associated with the Transformational leadership paradigm, during his interview responses has been made a Director. The researcher sincerely hopes that he will be able to influence the leadership of the Council so that they can transform the organisation and address the significant issues they face for the benefit of the community they serve and the hardworking Council staff. One hopes that eventually the Council will have clear leadership from a Chief Executive and or Leader of the Council who follow the transformational and or servant leadership paradigm and lead the organisation for the benefit of the community, staff and society as a whole.

To conclude, when reading the WAO reports it was fascinating and a delight to see that following the research the findings have been put into context and essentially externally validated by the WAO. Arguably this demonstrates how powerful this approach to researching leadership in organisations can be. Allowing the participants to respond in anonymity and taking a holistic view to data collection is arguably a very powerful tool in identifying barriers to transformation and leadership in the organisation. The problems facing the leadership and organisation were made very clear by the participants, as were many of the solutions. One has to conclude that if these were considered and acted upon in a timely manner by the leaders of the Council, it would lead to improvements, avoid the damaging findings as above and enable the organisation to meet its client's needs.

On reflection when the researcher embarked on his research journey to seek a greater knowledge and understanding of leadership and in particular leadership in a Council setting, one hoped to achieve a creditable outcome that contributes to the body of knowledge and practice. With this epilogue the researcher has accomplished this personal objective. This research will enable those in leadership positions and professional practioners to reflect on the approach taken and consider applying a similar approach to help with transformational leadership and leadership development in an organisational setting.

# References

- Abercrombie, N., Hill, S. and Turner, B. (2006) Dictionary of Sociology, London, Penguin.
- Alban-Metcalfe, R. J. & Alimo-Metcalfe, B. (2000a). An analysis of the convergent and discriminant validity of the Transformational Leadership Questionnaire. *International Journal of Selection & Assessment*, 8, 3, 158-175.
- Alban-Metcalfe, R.J. & Alimo-Metcalfe, B. (2000b). The Transformational Leadership Questionnaire (TLQ-LGV): A convergent and discriminant validity study. *Leadership & Organisation Development Journal*, 21, 5, 280-296.
- Alban-Metcalfe, J. and Alimo-Metcalfe, B. (2007) The development of the private sector version of the (Engaging) Transformational Leadership Questionnaire (ELQ). *Leadership & Organisational Development Journal*, 28, 2, 104-121.
- Alvesson, M., & Sveningsson, S. (2003). The great disappearing act: "difficulties in doing leadership" *Leadership Quarterly*, 14, 359-381.
- Alvesson (2008). e-mail response to question on 'sustainable leadership' from researcher.
- Allison, M. & Kaye, J. (1997). "Strategic Planning for Non Profit Organizations" A Practical Guide and Workbook. John Willey & Sons, Inc.
- Alimo-Metcalfe, B. (1998). 360 degree feedback and leadership development. *International Journal of Selection & Assessment*, 6,1, 35-44.
- Alimo-Metcalfe, B. & Alban-Metcalfe, R.J. (2001). The development of a new transformational leadership questionnaire. *The Journal of Occupational & Organizational Psychology*, 74, 1-27.
- Alimo-Metcalfe, B. & Alban-Metcalfe, R.J. (2003). Leadership: A masculine past, but a feminist future? Paper presented at the British Psychological Society Occupational Psychology Conference January.
- Alimo-Metcalfe, B. & Alban-Metcalfe, J. (2004). 'Leadership in public sector organisations'. In J. Storey (ed.). *Leadership in Organizations: Current Issues & Key Trends*, 173-202. London: Routledge.
- Alimo-Metcalfe, B. & Alban-Metcalfe, J. (2005). 'Leadership: Time for a European Perspective?' *Proceedings of the 6th International HRD Research & Practice Across Europe Conference*.
- Alimo-Metcalfe, B. & Alban-Metcalfe, J. (2005). 'Leadership: Time for a new direction?' *Leadership*, 1, 1, 51-71.

Alimo-Metcalfe, B. & Alban-Metcalfe, J. (2005). 'The Crucial Role of Leadership in Meeting the Challenges of Change'. *Vision: The Journal of Business Perspective*, 9, 2, 27-39.

Alimo-Metcalfe, B. & Alban-Metcalfe, J. (2006). 'More (good) leaders for the public sector'. *International Journal of Public sector Management*, 19, 4, 293-315.

Antonakis, J. (2001). The validity of the transformational, transactional, and laissez-faire leadership model as measured by Multifactor Leadership Questionnaire (5x). *Dissertation Abstracts International*.

Antonakis, J. & Atwater, L (2002). Leader distance: a review and a proposed theory, *Leadership Quarterly*, 13, 673-704.

Antonakis, J., Avolio B. J., & Sivasubramaniam, N. (2003). Context and leadership: an examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *The Leadership Quarterly*, 14(3), 261-295.

Antonakis, J. (2003). Why "Emotional Intelligence" does not predict leadership effectiveness: A Comment Prati, Douglas, Ferris, Ammeter and Buckley. *The International Journal of Organizational Analysis*, 11, 355-361.

Antonakis, J. Cianciolo, A. & Sternberg, R. (2004). *The Nature of Leadership*, Sage publications.

Aasland, M. S., Skogstad, A., Notelaers, G., Nielsen, M. B. & Einarsen, S. (2009). The Prevalence of Destructive Leadership Behaviour. *British Journal of Management*, 21; 438-452.

Avery, G. Bell, A. Martin Hilb, M. Anne, E. & Witte, A. E. (2004). *Understanding Leadership* Sage Publications Ltd, London.

Avolio B, J., Waldman, D. & Yammarino, F. (1991). "Leading in the 1990's: The four Is of transformational leadership", *Journal of European Industrial training*, Vol 15, pp. 6-16.

Avolio B, J. & Bass B. M. & Jung, D, I. (1995). *MLQ Multifactor Leadership Questionnaire*. Mind Garden, Redwood City, CA.

Avolio B, J. & Bass B. M. (1995). Individual consideration viewed at multiple levels of analysis: A multi-level framework for examining the diffusion of transformational leadership. *The Leadership Quarterly*, Volume 6, Issue 2 Summer, Pages 199-218.

Avolio, B, J. & Bass B. M. & Jung, D, I. (1999). "Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire", *Journal of Occupational and Organizational Psychology*, Vol. 72 No, 4, pp.441-462.

Avolio, B. J. & Bass B. M. (2002). Manual for the Multifactor Leadership Questionnaire (Form 5x) Mind Garden, Redwood City, CA.

Avolio, B. J. & Bass B. M (2002) Developing Potential Across a Full Range of Leadership Cases on Transactional and Transformational Leadership. Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey

Avolio, B. J. & Gardner, W. (2005). Authentic leadership development: Getting to the root of positive forms of leadership, *Leadership Quarterly*, 16 (3): 315-338.

Avolio, B. J. & Chan, A. (2008). The dawning of a new era for genuine leadership development. Hodgkinson, G., and Ford, K. (eds). *International Review of Industrial and Organizational Psychology*, 23,197-238.

Bass, B. M. (1960). *Leadership, psychology and organisational behaviour*. New York; Harper.

Bass, B. M. (1985; 1987). *Leadership and performance beyond expectations*. New York: Free Press.

Bass, B.M. (1985) Leadership: Good, better, best, *Organizational Dynamics*, Volume 13, Issue 3, Winter 1985, Pages 26-40.

Bass, B. M., Avolio, B. J., & Goodheim, L. (1987). Biography and the assessment of transformational leadership at the world-class level. *Journal of Management*, 13: 7-19.

Bass, B. M. and B. J. Avolio: (1989). Manual for the Multifactor Leadership Questionnaire (Consulting Psychologists Press, Palo Alto, CA).

Bass, B. M. (1990). Bass and Stogdill's handbook of leadership: Theory, research, and managerial applications (3rd ed.). New York: Free Press.

Bass, B, M. (1990). From transactional to transformational leadership: Learning to share the vision, *Organizational Dynamics*, Volume 18, Issue 3, Winter 1990, Pages 19-31

Bass, B. M., & Avolio, B. J. (1990). The implications of transactional and transformational leadership for individual, team, and organizational development.

Bass, B.M. and Avolio, B.J. (1991), *The Multifactor Leadership Questionnaire: Form 5x*, Centre For Leadership Studies, State University of New York, Binghamton.

Bass, M., & Avolio, B. (1992). Developing transformational leadership: 1992 and beyond. *Journal of European Industrial Training*, 14, 21-37.

Bass, B. M. and B. J. Avolio: (1993). 'Transformational Leadership: A Response to the Critics', in M. M. Chemers and R. Ayman (eds.), *Leadership Theory and Research: Perspectives and Directions* (Academic Press Inc, Sydney).

Bass, B. M. and B. J. Avolio: (1994), *Improving Organizational Effectiveness through Transformational Leadership* (Sage, Thousand Oaks, CA).

Bass, B. (1995). Theory of Transformational Leadership Redux. *Leadership Quarterly*, 6(4):463-478.

Bass, B. M. (1996). A new paradigm of leadership: An inquiry into transformational leadership. Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Bass, B. M. and B. J. Avolio: (1997), *Full Range Leadership Development; Manual for the Multifactor Leadership Questionnaire* (Mind Garden, Inc, Redwood City).

Bass, B. M. (1997). Does the transactional-transformational paradigm transcend organizational and national boundaries? *American Psychologist*, 52, 130–139.

Bass, B.M. (1998), *Transformational leadership: Industrial, military, and educational impact*, Lawrence Erlbaum Associates, Mahwah, NJ.

Bass, B. M. (1999). 'Two Decades of Research in Transformational Leadership', *European Journal of Work and Organizational Psychology* 8(1), 9–32.

Bass, B. M. and P. Steidlmeier: (1999), 'Ethics, Character, and Authentic Transformational Leadership Behavior', *Leadership Quarterly* 10(2), 181–217.

Bass, B. & Bass, R (2008). *The Bass Handbook of Leadership, Theory, Research, and Managerial Applications*. Free Press, New York.

Barrett (2006) *Leadership Communication: A Communication Approach for Senior-Level Managers Handbook of Business Strategy* Emerald Group Publishing, 2006. Pages 385-390.

Barnard. C. I. (1938). *The functions of the executive*. Cambridge, MA; Harvard University Press.

Bartunek, M, J. Krim, R. Necochea, R & Humphries, M (1999). *Advances in Qualitative Organisational Research*, Volume 2, pages 37-71.

BBC (2010). Council chief executives earn more than First Minister. [online] Available at [http://news.bbc.co.uk/2/hi/uk\\_news/politics/8536743.stm](http://news.bbc.co.uk/2/hi/uk_news/politics/8536743.stm) (Accessed 26.February 2010)

- BBC (2011). Conwy Council votes against sharing chief executive. [online] Available at <http://www.bbc.co.uk/news/uk-wales-north-west-wales-14065365> (Accessed 7. July 2011).
- BBC (2011). Powys Lib Dem councillor Richard White joins Tories. [online] Available at <http://www.bbc.co.uk/news/uk-wales-mid-wales-15655429> (Accessed 16. December 2011).
- BBC (2011). Powys councils' £57m redundancy spending in three years. [online] Available at <http://www.bbc.co.uk/news/uk-wales-mid-wales-15208672> (Accessed 1. November 2011)
- Bennis, W.G. and B. Nanus. (1985). *Leaders: The Strategies for Taking Charges*. New York: HarperCollins.
- Bennis, W.G. (1989). Managing the dream: Leadership in the 21st century. *Journal of organizational change management*, Vol. 2, No. 1, 6-10. (Bennis, 1989 p. 7).
- Bennis, W.G. and R.J. Thomas (2002a) *Crucibles of Leadership*, *Harvard Business Review*, 80 (September), 39-45
- Bennis, W.G., and R. Thomas (2002b). *Geeks and Geezers*. Boston: Harvard Business School Press.
- Bennis, W. (2004). The Seven Ages of the Leader, *Harvard Business Review*, 82 (January), 46-53.
- Benfield C. (2007) *Leadership for sustainability, making sustainable development a reality for leaders*. Published by the Centre for Excellence in Leadership (CEL).
- Bernard, L. L. (1926). *An introduction to social psychology*. New York: Holt.
- Bingham, W. V. (1927). Leadership. In H C Metcalf. *The Psychological foundations of management*. New York: Shaw.
- Bird, C. (1940). *Social Psychology*. New York, NY: Appleton – Century.
- Blaikie, N. W. (1977). The meaning and measurement of occupational prestige. *Australian and New Zealand Journal of Sociology*, 13, 102–115.
- Blaikie N (1983) *Approaches to Social Enquiry* Norman Blaikie 1983 Blackwell Publishers 108 Crowley Oxford, OX4 1JF.
- Blaikie, N.W.H. (1991). A critique of the use of triangulation in social research. *Quality and Quantity*, 25(2), 115-136.
- Blaikie N (1993) *Approaches to Social Enquiry*, Blackwell Publishers 108 Cowley Road Oxford.

Blaikie, N.W. (2000). *Designing Social Research*. Oxford: Blackwell.

Blaikie N.W. (2003) *Analysing Quantitative Data* Sage Publications Ltd 6 Bronhill Street London EC2A 4PU.

Blaikie, N. (2007) *Approaches to Social Enquiry*, Polity Press: Cambridge.

Benfield, C. (2007). *Leadership of suitability, making sustainable development a reality for leaders*. Published by the Centre for Excellence in Leadership (CEL).

Bennis, W. (2004). *The Seven Ages of the Leader*, Harvard Business Review, 82 (January), 46-53.

Boyd, N. & Taylor R, T. (1998). *A Developmental Approach To The Examination of Friendship in Leader-follower relationships*. *Leadership Quarterly*, 9( 1). 1-25.

Boyett, J. H. (2006). *Why Transformational Leadership Works*. [online]; Available at; <http://jboyett.com>.

Bradshaw, P. & Boonstra, J. (2004). *Dynamics of Organisational Change and Learning*. Edited by J.J. Boonstra. John Wiley and Sons, Ltd.

Brietenbach, E. (2006) *Gender Statistics: an evaluation. Equal Opportunities Commission Working Paper Series No. 51*, Manchester: Equal Opportunities Commission.

Broussine, M & Fox, P (2010) 'Rethinking Leadership in Local Government: The Place of 'Feminine' Styles in the Modern Council. *Local Government Studies*, 28 (4), 91-106.

Briggs A.R.J & Coleman M (2007), *Research Methods in Educational Leadership and Management* London, Sage publications, Ltd.

Brookes, S. (2006) *Out with the Old, In with the New: Why Excellent Public Leadership Makes a Difference to Partnership Working*, in *The British Journal of Leadership in public services*, Volume 2, Issue 1.

Brookes, S, M. (2007). *360° Degree Leadership in the Public Sector: Developing an Approach to Collective Leadership*. *Leading the Future of the Public Sector: The Third Transatlantic Dialogue* University of Delaware, Newark, Delaware, USA.

Brown, A. J. and P. C. Dowling (1998). *Doing Research/Reading Research: A Mode of Interrogation for Education*. London, Falmer Press.

Bryman, A (1988) *Doing Research in Organisations* Routledge, 11 New Fetter Lane, London EC4P 4EE



- Bryman, A.: (1992), *Charisma and Leadership in Organizations*. (Sage, London).
- Bryman, A. and D. Cramer: (1994), *Quantitative Data Analysis for Social Scientists* (revised edition) (Routledge, London).
- Bryman, A. (1996). *Leadership in Organization*, in S.A. Clegg, C. Hardy and W.R. Nords (Eds.). *Handbook of Organization Studies*, London: Sage Publications, 276-292.
- Bryman, A. (2004). 'Qualitative research on leadership; a critical but appreciative review'. *The Leadership Quarterly*, Vol. 15, no. 6, pp729-769.
- Bryman, A. (2004). *Social Research Methods*. Edition, 2, illustrated. Publisher Oxford University Press, USA.
- Bryman, A. (2008). *Social research methods* (3ed). Oxford; Oxford University Press.
- Burns M, J. (1978). *Leadership*, New York: Harper Torch Books.
- Burns M, J (2003). *Transforming Leadership: A New Pursuit of Happiness*. New York: Atlantic Monthly Press.
- Burns, T. and Stalker, G. (1961). *The Management of Innovation*. London, Tavistock.
- Carlyle. T. (1888). *On heroes, hero-worship and the heroic in history*, Fredrick A. Stokes and Brother, New York.
- Charmaz, K. (1995a). *Between positivism and postmodernism: Implications for methods*. *Studies in Symbolic Interaction*, 17, 43-72.
- Charmaz, K. (2000) *Grounded theory: objectivist and constructivist methods*. In: N. K. Denzin and Y. S. Lincoln (Eds) *Handbook of Qualitative Research* London, Sage. (pp. 509-535)
- Charmaz, K. (2003) *Grounded theory*. In: J. A. Smith *Qualitative Psychology: A Practical Guide to Research Methods*. London, Sage (pp. 81-110).
- Charmaz, K (2005) "Grounded Theory in the 21st Century: Applications for Advanced Social Justice Studies." Pp. 507-535 in *Handbook of Qualitative Research*, 3rd Edition, edited by N. K. Denzin and Y. S. Lincoln. Thousand Oaks, CA: Sage.
- Chu, H-C., Yang Y-F & Chen, C-Y. (2011). *The dyadic effect of leadership and conflict management on trust in the context of life insurance companies in Taiwan*. *African Journal of Business Management* Vol.5 (11), pp. 4272-4285.

- Collins, J. (2001). *Good to Great. Why Some Companies Make the Leap and Others Don't*. New York: HarperCollins
- Conger, J. A. & Kanungo, R. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *Academy of Management Review*, 12, 637–647.
- Conger, J. A. (1988). *The charismatic leadership: the elusive factor in organisational effectiveness*. San Fransisco, CA: Jossey-Bass.
- Conger, J. A. (1989). *The charismatic leader: Behind the mystique of exceptional leadership*. San Francisco, CA: Jossey-Bass.
- Conger, J. A.: (1990). 'The Dark Side of Leadership', *Organizational Dynamics* 19, 44–55.
- Conger, J. A.: (1992). Perceived behavioural attributes as charismatic leadership. *Canadian Journal of Behavioural Science*, 24 (i) 86-102.
- Conger, J. (1998). Qualitative Research as the cornerstone methodology for understanding leadership. *Leadership Quarterly*, 9 (1): 107-121.
- Conger, J. A. and R. N. Kanungo: (1998). *Leadership in Organizations* (Sage, London).
- Conger, J.A. & B. Benjamin (1999). *Building Leaders: How Successful Companies Develop the Next Generation*, San Francisco, CA: Jossey-Bass Publishers.
- Conger, J.A. (1999) "Charismatic and transformational leadership in organizations: An insider's perspective on these developing streams of research." *The Leadership Quarterly*, Vol. 10/2, p145, 25p.
- Conger, J. A., & Toegel, G. (2002). A Story of Missed Opportunities: Qualitative Methods for Leadership Research and Practice. In K. W. Parry & J. R. Meindl (Eds.), *Grounding 17 Leadership Theory and Research: Issues, Perspectives and Methods*. Greenwich, CT: Information Age Publishing Inc.
- Covey, S. (2007). *The Transformational Leadership Report. Developing Transformational Leaders Today*. [www.transformationalleadership.net](http://www.transformationalleadership.net) [accessed May 7<sup>th</sup> 2011]
- Crabtree, B.F., and Miller, W.L. (1999). "Using Codes and Code Manuals: A Template Organizing Style of Interpretation." In: *Doing Qualitative Research in Primary Care: Multiple Strategies* (2nd Edition), Crabtree, B.F., and Miller, W.L. (Editors). Newbury Park, CA: Sage Publications, pp 163-177.
- Creswell, J. W. (1994). *Social Sciences; Research; Methodology; Statistical methods*. Thousand Oaks; Sage.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks: Sage.

Creswell, J. W. (1999). *Mixed method research: Introduction and application*. In. T.Cijek (Ed). *Handbook of Educational Policy*. San Diego, CA; Academic press, pp. 455-472.

Creswell, J. W. (2005). *Educational research: planning, conducting, and evaluating quantitative and qualitative research (2nd Ed.)*. Upper Saddle River, N.J.: Merrill.

Crotty, M. (1998). *Sociology; Social sciences; Research; Methodology; Philosophy* Sage Publications London and Thousand Oaks, California.

Collins, J. (2001). *Good to Great. Why Some Companies Make the Leap and Others Don't*. New York: HarperCollins.

Dansereau, F. Jr, Graen, G. & Haga, W.J. (1975). A vertical dyad linkage approach to leadership within formal organizations: A longitudinal investigation of the role making process. *Organizational Behavior and Human Performance*, 13, 46-78.

Davies, A. (2006), *Best Practice in Corporate Governance, Building reputation and sustainable success*. Gower Publishing, Gower House, Croft Road, Aldershot, Hants, England.

Davies, B. M (2007) *Doing a Successful Research Project using qualitative of quantitative methods* Palgrave Macmillan Houndsmills, Hampshire,

Davies, B. (2007) *Developing Sustainable Leadership* London: Paul Chapman Educational Publishing/Sage.

Davies G (2009). Patterson to be given top Powys job - without competition. A view from Rural Wales. [online]. Available at, <http://glyn-davies.blogspot.com/2009/09/patterson-to-be-given-top-powys-job.html>.

DCLG. (2006). *Strong and prosperous communities*. Local Government White Paper 2006. [online]: Available at: <http://www.communities.gov.uk/documents/localgovernment/pdf/152456.pdf>

Deloitte. *Leadership at all levels*. [online] Available at [http://www.deloitte.com/assets/Dcom-UnitedKingdom/Local%20Assets/Documents/Industries/GPS/UK\\_GPS\\_Leadership\\_at\\_all\\_levels.pdf](http://www.deloitte.com/assets/Dcom-UnitedKingdom/Local%20Assets/Documents/Industries/GPS/UK_GPS_Leadership_at_all_levels.pdf)

Deluga, R.J. (1998) "Leader-member exchange quality and effectiveness ratings: The role of subordinate-supervisor conscientiousness similarity", *Group and Organization Management*, Vol. 23 No. 2, pp. 189-216.

Denzin, N.K. and Y.S. Lincoln (1970). *The research act in sociology: A theoretical introduction to sociological methods*. Chicago.

- Denzin, N.K. and Y.S. Lincoln (1998). *Strategies of Qualitative enquiry* (pp.xi-xxii)
- Denzin, N.K. and Y.S. Lincoln (Editors) (2000). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.
- Denzin, N.K., & Y.S. Lincoln (Editors) (2000) *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (2003). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (2nd Ed.) (pp. 1 - 45). Thousand Oaks, CA: Sage.
- Denzin, Norman K. & Lincoln, Yvonna S. (2005). "Introduction: The discipline and practice of qualitative research". In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed.), pp. 1-33. Thousand Oaks, CA: Sage. ISBN 0-7619-2757-3
- Department of Management, Innovation, and Entrepreneurship, North Carolina State University, Box 7229, Raleigh, NC 27695-7229, United States
- Dent, F, E. (2003). *The Leadership Pocket Book*. Management Pocketbooks Ltd. Laurel House, Station Approach, Alresford, Hants.
- De Vaus, D. A.(2002): *Surveys in Social Research*, 5th edition, Allen & Unwin, Crows Nest, Australia, 379 pp.
- Dey, I. (1993). *Quantitative data analysis: A user-friendly guide for social scientists*. New York: Routledge.
- Dey, I. (1999). *Grounding Grounded Theory: Guidelines for qualitative inquiry*. San Diego: Academic Press.
- Dey, I. (2003) *Grounded theory*. Clive Seale et al. (eds) *Qualitative Research Practice*. London: Sage.
- Dubrin, A. J. (2001). *Leadership - Research Findings Practices & Skills*. New Delhi: Houghton & Mifflin.
- Duggar, J, W. (2010). The role of integrity in individual and effective corporate leadership. *Journal of Academic and Business Ethics*. Vol. 3 (2010), pp. 1-7.
- Dulewicz, V. & Higgs, M. (2005). Assessing leadership styles and organisational context. *Journal of Managerial Psychology* Vol. 20 No. 2, pp. 105-123

Easterby-smith et al (2002) Management Research an introduction Sage Publications Ltd 6 Bronhill Street London

Easterby-Smith, M. Thorpe, R. & Lowe, A (2008). Management Research: An Introduction, Sage Series in Management Research, 3rd ed., London: Sage Publications.

Edwards, M, Ayres, R & Howard, C. (2004) Public Service Leadership: Emerging Issues. Australian Public Service Commission Publication Edmund Barton Building, Barton ACT 2600.

Essex, S (2004). Welsh Assembly Government, Local Government and Public Services Committee, Public sector Management Initiative. LGPS 05-04, (p1).

Essex, S (2006). Making the Connections Delivering Beyond Boundaries: Transforming Public Services in Wales. Welsh Assembly Government.

Evans, M. G. (1996). R.J. House's "A path-goal theory of leader effectiveness". The Leadership Quarterly, 7(3), 305-309.

Fendt, J. and Endrissat, N (2007) International Business & Economics Research Journal – May 2007 Volume 6, Number 5

Fielding N (1993) 'Qualitative interviewing' in N Gilbert (ed) *Researching social life*. Sage, London.

Fielder, F. E. (1964). A theory of leadership effectiveness. In L. Berkowitz (Ed.), *Advances in experimental social psychology*. New York: Academic Press.

Fiedler, Fred E (1967) 'A theory of leadership effectiveness', New York : McGraw-Hill.

Fiedler, F. E. (1978). The contingency model and the dynamics of the leadership process. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 11). Orlando, FL: Academic Press.

Fielder, F. E. (1986) The contribution of cognitive resources to leadership performance. *Journal of Applied Social Psychology*, vol. 16, pp. 532–545.

Flick, U. (2002). *An introduction to qualitative research*. London: Sage.

Flowerdrew, R. and Martin, D. (2003) *Methods of human geography: a guide for students doing research projects*, Harlow Prentice Hall, Chapters 6 – 8

Fowles, J. (2010). Designing a more horizontal structure [online]. Available at <http://www.idea.gov.uk/idk/core/page.do?pageid=16356097>.

Fraser, D. (1999). NVivo Reference Guide, Qualitative Solutions and Research.

Fullan, M. (2005). Leadership and sustainability: System thinkers in action. Thousand Oaks, CA: Corwin Press.

Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership and Organization Development*, 23(2), 68-78.

Gardner, W.L., Avolio, B.J., & Walumbwa, F. (2006). Authentic leadership theory and practice: Origins, effects and development. Amsterdam: Elsevier JAI Press

Guardian (2011) [online] Available at <http://www.guardian.co.uk/government-computing-network/2011/dec/07/powys-council-record-fine-ico-data-breach>. [Accessed on 8 December]

Gasson, S (2004) Rigor in Grounded Theory Research: An Interpretive Perspective on Generating Theory from Qualitative Field Studies. *The Handbook of Information Systems Research*. Idea group publishing London.

George, B. (2003) *Authentic Leadership, Rediscovering the Secrets to Creating Lasting Value*, Jossey-Bass

Goulding, C (1999) Grounded Theory: some reflections on paradigm, procedures and misconceptions. Working Paper Series June 1999 Christina, University of Wolverhampton.

Goulding, C. (2002). *Grounded Theory: A Practical Guide for Management, Business and Market Researchers*. London: Sage.

Gini, A. (1998), "Moral leadership and business ethics", in Ciulla, J.B. (Eds), *Ethics: The Heart of Leadership*, Praeger Publishers, Westport, CT

Gilbert N (2003) *Researching Social Life* 2<sup>nd</sup> Edition, Sage Publications Ltd 6 Bronhill Street London EC2A 4PU.

Gill, R. (2004). *Business Leadership Review* I:II [www.mbaworld.com/blr](http://www.mbaworld.com/blr) July 2004

Gill, J. & Johnson, p. (2002). *Research Methods for Managers*. Sage Publications. London

Glaser, B.G. A.L. Strauss (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago: Aldine Publishing Company.

Glaser, B. J. (1978) *Theoretical Sensitivity: Advances in the Methodology of Grounded Theory* Mill Valley, CA, Sociology Press

Glaser, B. G (1992) Basics of Grounded Theory: Emergence v Forcing Mill Valley, California, Sociology Press.

Glaser, B. J. (1994) More Grounded Theory Methodology: A Reader Mill Valley, California, Sociology Press.

Glaser, B.G. (1998) Doing Grounded Theory: Issues and Discussions. Mill Valley, (California, Sociology Press).

Goleman, D., R. Boyatzis and A. McKee (2002). Primal Leadership: Realizing the Power of Emotional Intelligence. Boston, Mass.: Harvard Business School Press.

Goulding, C (1999) Grounded Theory: some reflections on paradigm, procedures and misconceptions. Working Paper Series June 1999 Christina, University of Wolverhampton.

Goulding, C. (2002). Grounded Theory: A Practical Guide for Management, Business and Market Researchers. London: Sage.

Graeff, C. L. (1997). Evolution of situational leadership: A critical review. Leadership Quarterly, 8 (2:153-171)

Graen, G. B., & Cashman, J. F. (1975). A role making model in formal organizations: A developmental approach. In J. G. Hunt & L. L. Larson (Eds.), Leadership frontiers (pp. 143- 165). Kent, OH: Kent State University Press.

Graen, G. B. (1976). Role making processes within complex organizations. In M. D. Dunnette (Ed.), Handbook of industrial and organizational psychology (pp. 1201-1245). Chicago: Rand McNally.

Graen, G, B & Uhl-Bien, M. (1995). Relationship-Based Approach to Leadership: Development of Leader-Member Exchange (LMX) Theory of Leadership over 25 Years: Applying a Multi-Level Multi-Domain Perspective. Management Department Faculty Publications. Paper 57. Leadership Quarterly 6:2, pp. 219-247.

Green, D, R. (1998). Leadership As A Function Of Power. The Professional Journal of The Association of Proposal Management Professionals (Reference p 54 to 56).

Greenleaf, R.K. (1970). The Servant as Leader. The Robert Greenleaf Center. The Greenleaf Center for Servant Leadership. 770 Pawtucket Drive, Westfield IN, 46074

Greenleaf, R.K. (1977). Servant Leadership. New York: Paulist Press.

Greenleaf, R.K. (1996). On becoming a servant-leader. San Francisco: Josey-Bass Publications.

Greenwood, D. K. & Levin, M. (1998). Introduction to Action Research: Social Research for Social Change, Thousand Oaks, SAGE. Publications.

Grint, K., (1997). Leadership: Classical, contemporary and critical approaches. New York: Oxford University Press.

Grint, K., (2000). The Arts of Leadership, Oxford: Oxford University Press.

Grint, K. (2005a). Leadership Ltd: White Elephant to Wheelwright, London, Ontario: Ivey Publishing Journal Online January/February.

Grint, K (2005b). Problems, problems, problems: The social construction of 'leadership', Human Relations Vol. 58(11): 1467–1494, The Tavistock Institute, SAGE Publications, London.

Grint (2007). Learning to Lead: Can Aristotle Help Us Find the Road to Wisdom? Sage Publications Ltd 6 Bronhill Street London. Guba, E.G. & Lincoln, Y.S. (1994). Competing paradigms in qualitative research.

Grinyer, A. (2002). The anonymity of research participants: assumptions, ethics and practicalities. Social Research Update, Issues 36, Department of Sociology University of Surrey.

Guba, E. G. & Lincoln, Y.S. (1994). Competing paradigms in qualitative research.

Glaser, B.G. and A.L. Strauss (1967). The Discovery of Grounded Theory: Strategies for Qualitative Research. Chicago: Aldine Publishing Company.

Halpin, A. W. (1966). Change an organizational climate. Journal of Educational Administration, 10 (1): 38-81.

Hammersley, M & Gomm, R. (1997). Bias in social research. Sociol Res Online. [www.socresonline.org.uk](http://www.socresonline.org.uk). [Accessed: November 21 2008].

Haralambos M and Holborn M (1995). Sociology Themes and Perspectives. Collins Educational.

Hargreaves, A., & Fink, D. (2006). Sustainable leadership. San Francisco, CA: Jossey-Bass.

Herre, C. (2010). Promoting team effectiveness: How leaders and learning processes influence team outcomes. [online] Available at <http://ethesis.unifr.ch/thesis/HerreC.pdf?file=HerreC.pdf>. [accessed 21<sup>st</sup> July 2012]

Hersen, M. (2004). Handbook of Psychological Assessment, John Wiley and Sons



Hersen, M. (2004). Handbook of Psychological Assessment, John Wiley and Sons.

Hersey, P., & Blanchard, K. H. (1969). Lifecycle theory of leadership. Training and Development Journal, 23, 26-34.

Hersey, P. and Blanchard, K. H. (1977). Management of Organizational Behaviour 3rd Edition—utilizing Human Resources. New Jersey/Prentice Hall.

Hersey, P. & Blanchard, K.H. (1982). Grid principles and situationalism: Both. A response to Blake and Mouton. Group and Organisation Studies, 7, 207-210.

Hersey, P. & Blanchard, K.H. (1988). Management of organizational behaviour (5<sup>th</sup> Ed) pp 169-201. Englewood Cliffs, NJ: Prentice Hall.

Hersey, P, Blanchard, K.H. and Johnson, D, E. (1996). Management of organisational behaviour: utilizing human resources. Prentice-Hall, New Jersey.

Hoffman, E. (2002). Psychological testing at work. New York: McGraw Hill.

<sup>b</sup> Hogan Assessment Systems, 2622 E. 21st St., Tulsa, OK 74114, United States

Hooijberg, R. & Choi, J. 2001. The impact of organizational characteristics on leadership effectiveness models: An examination of leadership in a private and a public sector organization. Administration & Society, 33 (4): 403-431.

Homan, Roger. (1991). The Ethics of Social Research. New York: Longman, Inc.

Horner ,M. (1997) "Leadership theory: past, present and future", Team Performance Management, Vol. 3 Issue: 4, pp.270 – 287.

House, R. (1971). A path goal theory of leader effectiveness. Administrative Quarterly, 16, 321-338.

House, R.J. (1977). A 1976 theory of charismatic leadership. In J.G. Hunt and L.L. Larson (Eds.). Leadership: The Cutting Edge. Carbondale: Southern University Press, 189-207.

House, R, J. (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. The Leadership Quarterly, Volume 7, Issue 3, Autumn, Pages 323–352

House, R.J. and R.N. Aditya (1997). The social scientific Study of Leadership: Quo Vadis? Journal of Management, 23, 3, 409-473.

House, R.J. et al (Editors) (2004). *Culture, Leadership, and Organizations: The Globe Study of 62 Societies*. Thousand Oaks, CA: Sage Publications.

Hoy, W K., & Miskel, C, G. (1987) "Educational Administration: Theory, Research, and Practice." 3rd Ed. New York: Random House.

Hui-Chin, Chu, Yi-Feng, Yang and Ching-Yaw, Chen. (2011). The dyadic affect of leadership and conflict management on trust in the context of life insurance companies in Taiwan. *African Journal of Business Management* Vol 5 (11, pp.4272-4285)

Hunt, J. G. (1999). Transformational/charismatic leadership's transformation of the field: An historical essay. *Leadership Quarterly*, 10(2), 129-144.

Hybels, B. (2002) *Courageous Leadership*. Grand Rapids, MI: Zondervan.

Hunt, J. G. (1999). Transformational/charismatic leadership's transformation of the field: An historical essay. *Leadership Quarterly*, 10(2), 129-144.

Huberman, M. and Miles, M. (2002). *The Qualitative Researcher's Companion*. London: SAGE Publications Ltd.

Hybels, B. (2002) *Courageous Leadership*. Grand Rapids, MI: Zondervan.

James, W. (1902, orig.). *The Variety of Religious Experience: A Study of Human Nature*.

Jandaghi, G, Zarei Matin, H and Farjami A. (2009) Comparing transformational leadership in successful and unsuccessful companies. *African Journal of Business Management* Vol.3 (7), pp. 272-280, July, 2009.

Kan, M. (2002). Reinterpreting The Multifactor Leadership Questionnaire. In Parry, W, H (2002) *Grounding Leadership Theory and Research: Issues, Perspectives and Methods*. Information Age Publishing. USA.

Kan, M & Parry, K (2004) Identifying paradox: A grounded theory of leadership in overcoming resistance to change, *The Leadership Quarterly* 15 (2004) 467–491 2004 Elsevier Inc.

Kaplan De Vries Inc., 1903 G Ashwood Ct., Greensboro, NC 27455, United States Available online 25 April 2007.

Knapik, M. (2006). The Qualitative Research Interview: Participants' Responsive Participation in Knowledge Making. *International Journal of Qualitative Methods* 5 (3) September, 2006).

Kark, R; Shamir and B; Chen, G. (2003). *Journal of Applied Psychology*, Vol 88(2), Apr 2003, 246-255. doi: 10.1037/0021-9010.88.2.246

Kanungo, R.N. and M. Mendonca (1996). *Ethical Dimensions of Leadership*. Thousand Oaks, CA: Sage Publications.

Keddy, B., Sims, S. L., Stern, P. N. (1996). Grounded theory as feminist research methodology. *Journal of Advances Nursing*, 23, 448-453.

Keith, K, M. (2009) *Servant Leaders: Observe Three Basic Principles*. *Leadership Excellence*, Volume: 26, Issue: 5, Pages: 18-19.

Kellerman, B. (2004). *Bad leadership: What it is, how it happens, why it matters*. Boston, MA: Harvard Business School Press.

Kirkbride. P (2006) *Industrial and Commercial Training*  
VOL. 38 NO. 1 2006, pp. 23-32, Q Emerald Group Publishing Limited, ISSN 0019-7858.

Kouzes, J. M., & Posner, B. Z. (1987). *The leadership challenge*. San Francisco: Jossey-Bass.

Kouzes, J. M. and B. Z. Posner: 1990, *Leadership Practices Inventory (LPI): A Self-assessment and Analysis* (Pfeiffer and Co., San Diego).

Kouzes, James M., & Posner, Barry Z. (2002). *The Leadership Challenge*. San Francisco: Jossey-Bass.

Kotter, John P (1995) *Why Transformation Efforts Fail?* *Harvard Business Review*, March-April 1995.

Kotter, John P.(1999) *John P. Kotter on What Leaders Really Do*. Boston, MA: Harvard Business School Press.

Krishnan, V.R. (2004) "Impact of transformational leadership on followers' influence strategies", *Leadership and Organization Development Journal*, Vol. 25 No. 1, pp. 58-72.

Krishnan, V, R. (2005) *Leader-Member Exchange, Transformational Leadership, and Value System* *EJBO Electronic Journal of Business Ethics and Organization Studies*. Vol. 10, No. 1.

Kuzel AJ. (1992). Sampling in qualitative inquiry. In: Crabtree BF, Miller WL, editors. *Doing qualitative research*. London: Sage; pp. 31–44.

Kvale, S. (1996). *Interviews: An Introduction to Qualitative Research Interviewing*. Sage Publications, Thousand Oaks California, 1996.

- Larman, C. (2004). *Agile & Iterative Development – A Manager's Guide*. Addison-Wesley, ISBN 0-13-111155-8
- Lemay, L. (2009). The Practice of Collective and Strategic Leadership in the Public Sector. *The Innovation Journal: The Public Sector Innovation Journal*, Volume 14(1), article 2.
- Lean, A. et al (2001). Strengthening leadership in the public sector. A research study by the Report by the Performance and Innovation Unit (PIU).
- Lewin, K. Lippitt, R. & White, R.K. (1939). "Patterns of aggressive behaviour in experimentally created social climates". *Journal of Social Psychology* 10: 271–301.
- Lewis, D. (2002) *The Social Construction of Workplace bullying – A Sociological Study with Special reference to Further and Higher education*.
- Lincoln, Y., & Guba, E., (1985), *Naturalistic Inquiry*, Sage, Newbury Park, California
- Lincoln, Y. and Guba, E. (2000). Paradigmatic Controversies, Contradictions, and Emerging Confluences in Denzin, N and Lincoln, Y (ed.). *Handbook of Qualitative Research*. London: Sage Publication Inc.
- Linden, R. C., T. R. Sparrowe, and S. J. Wayne. (1997). "Leader-Member Exchange Theory: The Past and Potential for Future." *Research in Personnel and Human Resources Management* 15 :47-119.
- Lowin, A. Hrapchak W, J and Kavanagh, N, J (1969). Consideration and Initiating Structure: An Experimental Investigation of Leadership Traits. *Administrative Science Quarterly*, Vol. 14, No. 2, Laboratory Studies of Experimental Organizations, pp. 238-253.
- Lussier, A & Achua, R.N.A C.F. (2009). *Leadership: Theory, Application, & Skill Development* 9780324596557 <http://books.google.com/books?id=7ctnVNMtBQgC>. Cengage Learning
- Marshall, M, N. (1996). Sampling for qualitative research. *Family Practice*; 13: 522-525.
- Marshall, G. (Ed.). (1994). *The Oxford concise dictionary of sociology*. Oxford: Oxford University.
- McCarthy and Thomas A. (1979). *The critical theory of Jurgen Habermas*. Cambridge: M.I.T. Press.
- McCartney, W.W. & Cambell, C.R (2006). Leadership, management and derailment. A model of individual success and failure. *Leadership and Organization Development Journal*, 27(3), 190-202.
- McMahon, M. (1997). *Social Constructivism and the World Wide Web - A Paradigm for Learning* Paper presented at the ASCILITE conference, Perth, Australia.

Mack, N., Woodson, C, Macqueen K, M, Guest , G & Namey E (2005). Qualitative Research Methods: A Data Collector's Field Guide. Family Health International (FHI).

Maccoby, M. (2004). Narcissistic Leaders: The Incredible Pros, the Inevitable Cons. Harvard Business Review. Harvard Business Publishing.

Maykut, P. & Morehouse, R. (1994). Beginning Qualitative Research: A Philosophic and Practical Guide. The Falmer Press. London.

Mann, R, D. (1959) A review of the relationship between personality and performance in small groups. Psychological Bulletin, 56, 241, 270.

Mayfield, M. and Mayfield, J. (2009). The Role of Leader-Follower Relationships in Leader Communication: A Test Using the LMX and Motivating Language Models. The Journal of Business Inquiry 2009, 8, 1, 65-82.

Mayer, J, d & Caruso, D (2002). The effective leader: Understanding and applying emotional intelligence. Ivey Business Journal.

McGregor, D. (1960). 'Theory X and Theory Y'. In Pugh, D.S. (Ed), Organization Theory: Selected Readings. London: Penguin.

Myer, D. M. (2008). Qualitative research in Business and Management. Sage Publications Ltd.

Miles M.B., Huberman A.M. (1984) Qualitative Data Analysis: A Sourcebook of New Methods. Newbury Park, CA: Sage.

Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis (2nd ed.). Thousand Oaks, CA: SAGE

Mills, J. Bonner, A and Francis K (2006), The Development of Constructivist Grounded Theory International Journal of Qualitative Methods 5 (1) March 2006.

Mitchell, W and Irvine, A. (2008). I'm Okay, You're Okay?: Reflections on the Well-Being and Ethical Requirements of Researchers and Research Participants in Conduction Qualitative Fieldwork Interviews. International Journal of Qualitative Methods.

Muenjohn, N. (2008) Evaluating the Structural Validity of the Multifactor Leadership Questionnaire (MLQ), Capturing the Leadership Factors of Transformational-Transactional Leadership. Contemporary Management Research pages 3-14, Vol.4. No.1, March 2008

- Nideffer, R.M. (1976a). Test of attentional and interpersonal style. *Journal of Personality and Social Psychology*, 34, 394-404.
- Nideffer, R.M. (1977;2004). *The Attentional and Interpersonal Style Inventory*. Multi-health systems Inc.
- Nideffer, R.M., Farrell, J., & O'Hara, J. (2002). *Leadership in the 21st Century: A Handbook For Closures Managers*. Intier, Newmarket, ONT.
- Noaks, L and Wincup E (2004). *Criminological Research—Understanding Qualitative Methods*. London: Sage.
- Nolan, A., and Putten, V. (2007). Action research in education: addressing gaps in Ethical principles and practices. *Educational Researcher*, 36(7), 400-407.
- Norris W,R. & Vecchio, R,P. (1992). Situational leadership theory: A replication *Group & Organization Management*, 17 (3) (1992), pp. 331–342.
- Northouse, P. G. (1997), *Leadership: Theory and Practice*. Thousand Oaks, CA: Sage Publications.
- Northouse, P.G. (2001). *Leadership. Theory and Practice*. Second Edition, SAGE.
- Northouse, P. (2004). *Leadership: Theory and Practice*. Thousand Oaks, CA. Sage.
- Northouse, P, G (2007) *Leadership, Theory and Practice*, 6<sup>th</sup> edition (p. 113-126) Sage.
- O'Brien, R. (1998). An Overview of the Methodological Approach of Action Research [online] Available at: <http://www.web.ca/-robrien/papers/xx%20ar%20final.htm>. [Accessed 3 July 2010]
- Ospina, S & J Dodge (2004) - *Advances in Appreciative Inquiry Appreciative Narratives as Leadership Research: Matching Method to Lens*. New York Education.
- Ospina, S (2004), *Qualitative Research Encyclopaedia of Leadership 2004* SAGE Publications
- Ospina, S. (2002). *Reconsidering Leadership Research: Insights from Emerging Perspectives*. Paper Presented at AOM Research Conference, Denver, CO, August 2002.
- Ostroff, C., Kinicki, A. J. and Tamkins, M. M. 2003. *Organizational Culture and Climate*. *Handbook of Psychology*. 565–593.
- O'Toole, J. (1996). *Leading Change. The Argument for Values-Based Leadership*. New York: Ballantine Books.

- O'Toole, J. (2001). When Leadership is an Organizational Trait. In W. Bennis, G.M. Spreitzer and T.G. Cummings (Eds.). *The Future of Leadership*. San Francisco, CA: Jossey-Bass Publishers, 158-174.
- Padilla, A. Hogan, R. Kaiser, R.B. (2007). Destructive Leadership, The toxic triangle: Destructive leaders, susceptible followers, and conducive environments *The Leadership Quarterly* Volume 18, Issue 3, Pages 176-194
- Paine Schofield, C., Holton V., Pegg, M., Sweeney, D., & Rizzello, J (2008). *Leadership and Management Issues in the UK Public Sector*. National School of Government, Ashridge Business School.
- Palmer, B, Walls, M, Burgess, Z & Stough, C (2001). Emotional intelligence and effective leadership. *Leadership & Organization Development Journal* 22/1. MCB University Press.
- Parry W, K. (1998) *Grounded Theory and Social Process: A New Direction for Leadership Research*. *Leadership Quarterly* Vol. 9 No. 1.
- Parry, K, W & Proctor-Thomson, S, B. (2002). Perceived Integrity of Transformational Leaders in Organisational Settings. *Journal of Business Ethics* 35: 75–96, Kluwer Academic Publishers.
- Parry. K, W and Kan M (2004) Identifying paradox: A grounded theory of leadership in overcoming resistance to change. *The Leadership Quarterly* 15 (2004) 467–491, Elsevier.
- Parry, K. W. & Bryman, A., (2006), "Leadership in Organizations", in Clegg, S. R, Hardy, C., Lawrence, B. & Nord, W. R., eds, *The Sage Handbook of Organization Studies*, second edition, London: Sage, 447-468. (Selection of readings).
- Patton, Q, M (1990). *Qualitative Evaluation and Research Methods* (Newbury Park, California: Sage Publications, 1990) 186-198.
- Pearce, C, L. (2004). The future of leadership: Combining vertical and shared leadership to transform knowledge work. *Academy of Management Executive*, Vol. 18.
- Peck, E and Dickinson, H. (2009). *Performing Leadership*. Palgrave Macmillan. Houndmills, Basingstoke, Hampshire, UK
- Plummer, M and Young, L.E. (2009). Grounded Theory and Feminist Inquiry: Revitalizing Links to the Past. *Western Journal of Nursing*.
- Price, T.L, (2003). The Ethics of Authentic Transformational Leadership, *Leadership Quarterly*, 14, 1, 67-81.

- Prosser, S. (2007). *To Be A Servant Leader*. Paulist Press. 997 Macarthur Boulevard. Mahwah, New Jersey, 07430.
- Radnor, Z.J. (2012). *Why Lean Matters: Understanding and implementing Lean in public services*. [online] Available at [www.aimresearch.org](http://www.aimresearch.org).
- Ritchie J and Lewis J (2003), 'Qualitative Research Practice: A Guide for Social Science Students and Researchers'. SAGE.
- Rubin, H,J & Rubin, I, S. (2005). *Qualitative interviewing: The art of hearing data*. (2nd ed.)Sage, Thousand Oaks, CA (2005)
- Ryan, G W. & Bernard R, H. (2003).Techniques to Identify Themes. *Field Methods*, Vol. 15, No. 1, February 85–109. Sage Publications.
- Rosse, J, G. & Kraut, A, I. (1998). Reconsidering the vertical dyad linkage model of leadership. *Journal of Occupational Psychology*, 1983,56,63-71. Printed in Great Britain.
- Sanders III, J.E., W.E. Hopkins and G.D. Geroy (2003). From Transactional to Transcendental: Toward an integrated theory of leadership, *Journal of Leadership and Organizational Studies*, 9,4, 21-30.
- Saunders, M (2003). *Research Methods for Business Students*. 3rd Edition. Pearson Education Limited / Prentice Hall.
- Saunders, M., & Thornhill, A. & Lewis, P. (2006), *Research Methods for Business Students*, 4<sup>th</sup> Edition Paper, Financial Times.
- Saunders, M., Lewis, P. & Thornhill, A. (2009) *Research Methods for Business Students*. (5th ed.) Harlow: FT/Prentice Hall
- Schofield, C,P. (2007) Key challenges facing public sector leaders: themes from the Ashridge Public Leadership. *The Ashridge Journal*.
- Schriesheim, C. A., & Neider, L. L. (1996). Path-goal leadership theory: The long and winding road. *The Leadership Quarterly*, 7(3), 317-321.
- Senge, P.M. (1995). Robert Greenleaf's legacy: A new foundation for Twenty-first Century institutions, in L.C. Spears (Ed.). *Reflections on Leadership*. New York: John Wiley and Sons, 217-240.
- Schneider, M. & Somers, M. (2006). Organizations as complex adaptive systems: Implications of Complexity Theory for leadership research, *The Leadership Quarterly*, Volume 17, Issue 4, August



2006, Pages 351-365, ISSN 1048-9843, 10.1016/j.leaqua.2006.04.006.

(<http://www.sciencedirect.com/science/article/pii/S1048984306000373>)

Schütz, A. (1967). *Phenomenology of the Social World*. Evanston, Ill: North Western University Press. ISBN 0-8101-0390-7.

Schunk, D. H. (2000). "Coming to terms with motivation constructs". *Contemporary Educational Psychology*. 25 (116-119)

Seibert, S.E., Sparrowe, R. T., & Liden, R.C. (2003) "A group exchange structure approach to leadership in groups". In Pearce, C. L; Conger, J.A. *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage Publications.

Sheehan, M., (2000). *Learning and implementing group process facilitation: Individual experiences*. Doctoral Thesis, Griffith University.

Shotter, J. (2010). *Adopting a process orientation in Practice: Chiasmic relations, language, and embodiment in a living world*. Volume 1 in *Perspectives on Process Organization Studies*. Oxford, UK: Oxford University Press.

Skodol-Wilson, H. & Ambler-Hutchinson, S. (1996) *Methodological Mistakes in Grounded Theory* *Nursing Research* 45(2) pp. 122-4.

Slankis, E. (2006) *Sustainable thinking, Sustainable Leadership the new EQ*

Smith, A. (2009). *Council: Whole Workforce Stress Survey Report*, Cardiff University.

Snizek W Fuhrman E and Miller M (1979) *Contemporary issues in Theory and Research A Metasociological Perspective* Greenwood press, Inc 51 Riverside Avenue, Westport Conn.

Strauss, A.L. (1987). *Qualitative Analysis for Social Scientists*. Cambridge, Cambridge University Press.

Strauss, A.L. & Corbin J. (1990). *Basics Of Qualitative Research: Grounded Theory Procedures And Techniques*. London, Sage.

Strauss, A. and Corbin, J. *Competing paradigms in qualitative research*. In N. K. Denzin and Y. Lincoln. (1994) *Eds Handbook of Qualitative Research*. Thousand Oaks, California Sage (pp.273-285)

Strauss, A. L. & Corbin, J. (Eds.), (1997) *Grounded Theory In Practice*. Thousand Oaks, CA, Sage.

Strauss, A. L. and Corbin, J. (1998) Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory (2nd Edition) London, Sage

Stogdill, R. M. (1948). Personal Factors Associated with Leadership: A Survey of the Literature. Journal of Applied Psychology, pp.37-71.

Stogdill, R. M. (1950). Leadership, membership and organization. Psychology Bulletin, 47, 1-14.

Stogdill, R. M. (1959). Individual behaviour and group achievement. New York: Oxford University Press.

Stogdill, R. M. (1963). Manual for the leader behaviour description questionnaire: Form XII. Columbus, OH: Ohio State University Borough of Business Research, College of Commerce and Administration.

Stogdill, R. M. (1965). Manual for the job satisfaction and expectation scales. Columbus, OH: Ohio State University Borough of Business Research.

Stogdill R (1974). Handbook of Leadership, A Survey of Theory and Research, The Free Press New York

Stogdill R, Revised and Edited by Bass M (1981). Handbook of Leadership. A Survey of Theory and Research. The Free Press New York

Slankis, E. (2006) Sustainable thinking, Sustainable Leadership the new EQ

Snizek, W. Fuhrman E and Miller M (1979) Contemporary issues in Theory and Research, A Metasociological Perspective Greenwood press, Inc 51 Riverside Avenue, Westport Conn.

Snuff, P. and Riley, P. (2006). Pulling together getting the most out of our teams. Institute for employment studies. Sussex University.

Spears, R., and Lea, M. (1994). Panacea or panopticon? The hidden power in computer-mediated communication. Communication Research, 21 (4), 427-459.

Spears, L. C. (2010). Character and Servant Leadership: Ten Characteristics of Effective, Caring, Leaders. The Journal of Virtues and Leadership, Vol. 1, Issue. 1, 25-30.

Svensson, G., Wood, G., Callaghan, M. and Bååth, H. (2004), "Codes of Ethics in Sweden's Largest Public sector Organizations: Communicating the Intent of the Code within the Organization", Australian and New Zealand Academy of Management, December 8-11, Dunedin, New Zealand. (59)

Svensson, G. (2005), "Leadership Performance in TQM: A Contingency Approach", The TQM Magazine, Vol. 17, No. 6, pp. 527-536.

Svensson, G. and Wood, G. (2005), "The Serendipity of Leadership Effectiveness in Management and Business Practices", Management Decision, Vol. 43, No. 7/8, pp. 1001-1009.

Svensson, G. and Wood, G. (2006), "Sustainable Components of Leadership Effectiveness in Organizational Performance", Journal of Management Development, Vol. 25, No. 6, pp. 522-534.

Svensson, G. and Wood, G. (2007), "Sustainable Leadership Ethics: A Continuous and Iterative Process", Leadership & Organisation Development Journal, Vol. 28, No. 3, pp. 251-268.

Svensson, G., Wood, G. and Mathisen, B. R. (2008), "Reflexive and Critical Views of Leadership Performance in Corporate Accomplishment: Framework and Illustration", Journal of Management Development (Forthcoming).

Council Internal Audit report Release Date: 25th September 2008. Point A1.6.3 Audit Year: 2007 / 08

Tashakkori, A., and Teddlie, C. (1998) Mixed methodology: Combining Qualitative and Quantitative approaches. Thousand Oaks, CA: Sage

Tavanti, M. (2011). Managing Toxic Leaders: Dysfunctional Patterns in Organizational Leadership and How to Deal with Them. *Human Resource Management (HRM)* 6 (2011): 127-136.

Tead, O. (1929). The Technique of creative leadership in human nature and management. New York: McGraw-Hill, 1: 8-53

Tubbs, S. L. & Schulz, E. (2006). Exploring a Taxonomy of Global Leadership Competencies and Meta-competencies. The Journal of American Academy of Business, Cambridge Vol.8 Num. 2 March.

Vecchio, R.P. (1987). Situational leadership theory: An examination of a prescriptive theory. Journal of Applied Psychology, 72(3), 444-451.

Walesonline [online] Available at <http://www.walesonline.co.uk/news/wales-news/2009/03/03/powys-chief-executive-resigns-91466-23047761/>

Walumbwa, F. O., Avolio, B.J., Gardner, W.L., Wernsing, T.S., Peterson, S.J. (2008, February). Authentic leadership: Development and validation of a theory-based measure. Journal of Management, 34(1), 89-126.

Welsh. E. (2002). Dealing with Data: Using NVivo in the Qualitative Data Analysis Process. Qualitative Social Research. Volume 3, No. 2, Art 26.

Watters D., Meaningful Clouds: Towards a novel interface for document visualization.

[http://danwatters.com/documents/CloudMine\\_dwatters.pdf](http://danwatters.com/documents/CloudMine_dwatters.pdf) (visited 10/1/2012)

Weiss, D.S., & Molinaro, V. (2005). The leadership gap. Mississauga, Ontario: John Wiley & Sons Canada, Ltd.

Welsh Audit Office. [online] Available at

[http://www.wao.gov.uk/assets/Local\\_Report/Council\\_County\\_Council\\_Annual\\_Improvement\\_Report\\_English2006.pdf](http://www.wao.gov.uk/assets/Local_Report/Council_County_Council_Annual_Improvement_Report_English2006.pdf): [Accessed 1<sup>st</sup> November 2010]

Welsh Audit Office. [online] Available at

[http://www.wao.gov.uk/assets/Local\\_Report/Council\\_County\\_Council\\_Annual\\_Improvement\\_Report\\_English2010.pdf](http://www.wao.gov.uk/assets/Local_Report/Council_County_Council_Annual_Improvement_Report_English2010.pdf): [Accessed 1<sup>st</sup> November 2010]

Welsh Audit Office. [online] Available at

[http://www.wao.gov.uk/assets/Local\\_Report/Council\\_County\\_Council\\_Annual\\_Improvement\\_Report\\_English2011.pdf](http://www.wao.gov.uk/assets/Local_Report/Council_County_Council_Annual_Improvement_Report_English2011.pdf): [Accessed 31<sup>st</sup> January 2012]

Welsh Audit Office. [online] Available at <http://www.assembly.wales/tb-07-025.pdf>: [Accessed 10 February 2008]

Welsh Audit Office. [online] Available at

[http://www.ssiacymru.org.uk/media/pdf/a/t/Powys\\_Joint\\_Review\\_release\\_-\\_FINAL\\_ENGLISH\\_1.pdf](http://www.ssiacymru.org.uk/media/pdf/a/t/Powys_Joint_Review_release_-_FINAL_ENGLISH_1.pdf): [Accessed 1<sup>st</sup> November 2011]

Wheatley, M. Leadership and the New Science: Discovering Order in a Chaotic World. Berrett-Koehler Publishers, 1999.

Winston, B, E. & Patterson, K. An Integrative Definition of Leadership. International Journal of Leadership Studies, Vol. 1 Iss. 2, 2006, pp. 6-66.

Wolinski, S. (2010). What is Transformational Leadership? [online] Available at

<http://managementhelp.org/blogs/leadership/2010/06/03/what-is-transformational-leadership/>. [Accessed 1<sup>st</sup> June 2011]

Yates S (2004) Doing Social Science Research, Sage Publications, 6 Bronhill Street London.

Yaverbaum, E. & Sherman, E. (2008). The everything leadership book: 2<sup>nd</sup> edition. Avon, MA: Adams media.

York Consulting (2006). Local Government Service Diversity: Practice, Expectations and Public Attitudes. Department for Communities and Local Government. DCLG Publications, PO Box 236, Wetherby, West Yorkshire.

Yaverbaum, E. & Sherman, E. (2008). The everything leadership book: 2<sup>nd</sup> edition. Avon, MA: Adams media.

Yin, R. K. (2003). *Case study research: Design and methods (3rd ed.)*. Thousand Oaks, CA: Sage.

Yukl, G. Falbe, C, M & Young, J, Y. (1993). Patterns of Influence behaviours for managers Group and Organisation Management, 18: 5-24.

Yukl G.A. (1989). Managerial Leadership: A Review of Theory and Research. Journal of Management, 15 (2), 251-289.

Yukl G.A, (1998, 2006). Leadership in Organization, State University of New York at Albany, Englewood Cliffs, New Jersey Prentice Hall.

Yulk, G. (1999). An Evaluation of conceptual weaknesses in transformational and charismatic leadership theories. Leadership Quarterly, 10, 2, 285-305.

Yulk, G.A. (2002). Leadership in Organizations (5th. Ed.). Englewood Cliffs, N.J: Prentice Hall.

Yukl, G. (2010). Leadership in Organizations, Seventh Edition Publisher: Prentice Hall.

Zaccaro, S. J. (1995). Leader resources and the nature of organizational problems: Commentary on Cognitive resources and leadership by Fred E. Fiedler. Applied Psychology, 44, 32–36.

Zaccaro, S. J. (1998). The contingency model and executive leadership. In F. J. Yammarino & F. Dansereau (Eds.), Leadership: The multiple level approach. Greenwich, CT: JAI Press.

Zaccaro, S, J. & Klimoski, R, J. (2001). The Nature of Organizational Leadership. An Introduction. The Nature of Organizational Leadership.

Zaccaro, S. J. (2007). Trait-based perspectives of leadership. *American Psychologist*, 62, 6–16.

Zaccaro, S, J. & Klimoski, R, J. (2011). The role of integrity in individual and effective corporate leadership, Jan Warren Duggar, Holy Family University. Volume 3, Journal of Academic and Business Ethics John Wiley & Sons.

# Appendices

## Appendix A

### Council leadership course

The subjects covered above, combined with the existing leadership course delivered in the Council if combined would arguably be an ideal course for leaders and potential leaders in a Council setting. The content has been selected by leaders who have and are working in a local government setting many of which have decades of service, giving them an insight into what style of leadership has delivered and what has not. Potentially there is an opportunity to take this information and develop a leadership course for local government in Wales and the wider community. One testing observation on reflecting on this was that the researcher observed that there was no mention of financial training or covering budgets by any of the participants. This is interesting when considering the financial challenges that the organisation face and the size of the budgets the participants manage. Arguably financial management is an essential component in any leadership course and possibly more so when the financial defects and budget reductions are considered.

#### **Leadership course topics**

Many of the participants attended the Councils recent leadership development course which included the requirement to complete a TAIS questionnaire as mentioned in earlier in the thesis. The feedback from this course was generally positive with one participant proclaiming “I think all the aspects of that leadership course were excellent” and several of the areas covered were suggested by the participants who did not attend, the full program. The following are the subjects that the participants felt are required for a leadership course the Council.

#### **Best Practice**

The course could include appropriate examples of best practice found in other Council s and private sector organisations. Many of the Council services are scored by external agencies such as the.... The methods used by the highest achieving organisations on how they achieved their success could be explained and compared with the organisations approach. P11 put this quite succinctly

“Examples from other organisations which are real nuggets of information and enable you to think oh right ok how I would apply that here, exercises (to show how you have to do things differently). One of the examples used in the Council leadership course was used of a way to encourage different approaches to challenges. This was the Ball and circle game .....” (First step consulting)

#### **Leadership Theory and Philosophy**

Several of the participants felt that a course would benefit from including some leadership theory and philosophy. Not in great depth but in sufficient detail to give some notion and understanding of these to the participants. This could be achieved by pre course reading and by instructor delivery.

### **Strategic Direction and Planning**

Strategic direction and planning were considered important and the lack of these in the Council was mentioned by several of the participants in their responses. An understanding of the theory of strategy and planning can be presented. The course could include scenarios that have been developed, linking theory and practice to the real challenges the Council face. The application and how they are applied would be useful in a leadership course.

### **Individual Strengths and Weaknesses**

It was suggested that any Leadership course should include a section on an individual's strengths and weaknesses. This would enable development areas to be identified. This could include a self-reflection exercise where the participants think about their own strengths and weaknesses, the qualities they feel they have and those they feel could be improved allowing opportunity to recognise one's own skills. Psychometric or other tools such as the MLQ could also form part of this process, to norm Leadership capabilities and identify development opportunities for the participants.

### **Communication**

The majority of participants suggested that any leadership course should contain communication skills in one form or another. Communication was raised as a problem area across the Council by all of the participants the Elected Members, staff representatives and Council officers in their interview responses. This was unanimously seen as very poor across the Council and in need of improvement. Specific areas mentioned were the ability to communicate with people and having the ability to communicate in a concise and clear manner.

### **Media training**

With the range of issues leaders in local government face, including several that attract local, National and International media attention, such as child protection issues. Several of the participants felt that media training was an essential area that should be covered in a leadership course. This will give the participants an understanding of the best approach to follow and what the pitfalls are when finding oneself in front of the media often dealing with very complex and sometimes tragic circumstances. Participants could be better prepared to deal with the media by presenting them with realistic scenarios and carrying out role play on the most professional way to present themselves and the organisation in what will be difficult circumstances no matter how well prepared they are.

### **Background to local government**

One participant suggested that a leadership course should include a background to local government. This will give leaders an understanding of the complexity of the Council, its organisational arrangements and leadership model. It is suggested that this could include the history of local government, the various models that have been used in the UK and approaches used in other countries

### **Activities and practical experience**

Several of the participants felt that a leadership course should include workplace activities for example, representing the Council at seminars, exercises on listening, workshops and role play involving a departmental situation, transformational or change management to identify where you take a department. This approach it was suggested was particularly successful in the existing

leadership course but it was suggested that this could be taken further and would be beneficial to the participants and the organisation. Practical experience was also identified as being very important for present and future leaders and should be included in a leadership course. Several of the participants indicated that practical experience was essential as leadership is often difficult and there is no substitute to having practical experience of actually leading.

Staff, who have been identified as having leadership potential could gain experience by leading on projects in the workplace supported by an experienced mentor. Leaders on this program can include periodic peer reviews where self and team reflections can be used to identify positive areas, opportunities to improve and development areas.

### **Motivation**

The leader's ability to motivate was identified as very important and many of the participants suggested that motivation should be included in any leadership course. This could cover techniques, tools and approaches used to motivate individuals and teams.

### **Workplace relationships/behaviours**

Workplace relationships and behaviours are a key consideration for any organisation and leader and it is important that leaders understand the impact these have on the success of the organisation and wellbeing of staff.

It was suggested that a leader should display the following attributes: being confident, competent, cheerful, determined, and fairly robust. Understanding softer skills and behaviours, human elements, understanding how people think, how people work, including managing conflict. Using that knowledge to influence people and get people to do the things that the leaders wants to do when they want them to be done. Understanding how people tick and then how that knowledge and information can be used to make sure that the leader can assemble teams and groups of people and get them all moving in the same direction at the same time by engagement, coaching and mentoring. All of which could be included in a leadership course by utilising various methods to explain and demonstrate good and bad examples.

The relationships between leaders, Council officers and Elected Members are important and could be covered using real scenarios from the workplace. Similarly workplace behaviours could utilise real scenarios to demonstrate the appropriate was to behave. This could be taken further by introducing the values of the organisation and how these can be transferred from mission and values statements to being implemented in all aspects of the organisations day to day activities. One participant indicated that this should include a degree of individual/self-reflection on how you would see a person, how you see yourself, what your role is, within an organisation, discussing different items... and suggesting that this is feedback within the group. With the issues around sickness, absence and stress the organisation faces this is arguably an essential element in a leadership course for this organisation and considering the participants responses a key element of any leadership course.



**Leadership/Management styles**

Their appears, to be a macho culture in some areas of the Council and with several of the participants providing evidence to support this view and the impact such a culture is having across the Council. Leaders need to understand the different management styles and the range quoting one of the participants in their experience required them to be ....

“one day a democratic manager and the next day an autocrat, the next day a kind of a philosophical strategic leader and how we work together, the managing process, capability issues, disciplinary issues”

This shows the complexity of the range of leadership/management styles used by one individual. As a fundamental concept of this thesis is transformational leadership the full range of leadership styles could be covered in a leadership course and the evidence produced to show the most effective style presented. This could be supported as in this thesis by using the MLQ and have individual and team reflections and used to identify areas for development. Arguably with the amount of change that Local Government is facing then this is again a fundamental element in any leadership course.

**Teamwork**

On a similar theme team work was considered an important element in any leadership course how we get people to work better together in the organisation in terms of management development. The following was suggested by one participant “this is partially about improvement, trust, communication across a team challenging each other safely in a trustworthy way and then creating out of that a stronger team ethic, working with colleagues” which just about sums up a teamwork from the researchers perspective.

**Debate**

The ability to debate was suggested as an area that should be covered in a leadership course, to enable participants to understand and have a healthy debate on issues. To be able to see that others may have a different view point and how these can be overcome by discussion and debate.

**Personalised development programme**

Personalised development programme and personal development training was also suggested as an important area for any leadership course. There will be areas that the individual and their teams can develop and if the approaches to these are explained this will help the leader to be able to identify these and action appropriately.

**Performance and Change management**

Performance management and change management were also identified as important areas that should be included in a leadership course. There is theory and practical elements that can be integrated into a course to deliver this. This is again an important area when considering the challenges that the organisation and staff will face and it will be important that existing and future leaders fully understand and utilise the best approach for the organisation and staff.

There is clearly a variation of different definitions and theories the participants attribute to leadership. This was surprising when you consider that the majority of the participants recently completed a comprehensive Leadership development course. There is plainly a multiplicity of views on the meaning of Leadership and how Leadership manifest itself in an organisation as complex as the Council, with its multitude of service areas, organisational structure and strategic initiatives often initiated by external agencies that impact on its operations.

On reflection some of the themes that emerged from the data were not surprising considering the unprecedented challenge the Council and participants face having to deliver the same or in many cases more services with fewer human and financial resources. The complexity of the organisation and the participants' backgrounds and professions would obviously influence their responses. However one outcome that was unexpected was the negative cultural issues that were expressed by several of the participants especially the issues around macho culture. Especially when one considers that the organisation is a public service and its motivation is not profit, one may have expected these negative behaviours to be less evident, especially when you consider the position of the participants. Some of these negative behaviours were evident at the higher echelons of the organisation. These behaviours will obviously affect the staff and there is evidence to support this when one considers the absence statistics are work carried out by Professor Smith.

Their view on the lack of leadership was also a surprise in that some pinpointed individuals and others departments. There was a lack of a consensus on Leadership despite all of the Council officers who participated undertaking a robust Leadership development course which was heavily influenced by several leadership concepts that were not discussed or referred to in the participants responses. This could be down to the effectiveness of the course or the deep rooted views of the participants being set in their ways as many of them have never worked in anything but a Council setting.

It is evident that words associated with the Leadership such as Charisma, Transformational, Direction, Strategic do not emerge in significant numbers either as individuals or collectively, with only a few of the participants used or associated these words with leadership in their responses. This is interesting because with the exception of the two Elected Members and the two staff representatives all the participants had attended the Councils Leadership Development Course, which gave particular emphasis on transformational and servant leadership behaviours, emotional intelligence, engagement, distributed leadership, teamwork, organisational transformation and empowerment. This arguably points to a short coming in the effectiveness of the course as one would assume that such if these concepts were transferred effectively then they would have been evident in the participants responses.

## Appendix B

### Research invitation letter

Stephen Bater  
36 St Malo Road  
Heath  
Cardiff  
CF14 4HN

*If calling please ask for / Stephen Bater*  
*Os yn galw gofynnwch am*

*Tel / Ffôn:* 01597 826484

*Fax / Ffacs:* 01597 826238

*Email / Llythyru electronig:*  
stephen.bater@ntlworld.com

*Your ref / Eich cyf:*

*Our ref / Ein cyf:*

*Date / Dyddiad:*

Dear (personally addressed to invitee),

I would like to introduce myself and my role within the County Council. I am Stephen Bater, my role is the Corporate Occupational Health and Safety Manager and I sit in the Human Resources team. For the past twelve months I have been on journey with the business school of the University of Glamorgan, and I have completed part of this journey and I am just about to start the next stage by carrying out independent academic research on public sector leadership in conjunction with my academic supervisors from the business school. My aim is achieving my Doctorate in Business Administration. The reason for carrying out research on leadership in Council is that there is currently a lot of interest in public sector leadership due to the unprecedented levels of change being experienced. However there is little formal research that has been carried out in this area and there is a general lack of consensus on leadership in the public sector and leadership in general.

The majority of "leadership" research has investigated "managers", "leaders", or manager-subordinate relationships. Leadership is a process that can occur throughout organisations; as such it should be researched from this organisation-wide perspective. This research will enable participants to contribute to research on public sector leadership from a Council-wide perspective.

In the literature on leadership there have been four main 'generations' of theory:

- Trait theories.
- Behavioural theories.
- Contingency theories.
- Transformational theories.

The research has identified that leadership is the composite of the abilities and characteristics of an individual leader of the environment in which he operates and of the relationship developed between the leader and the led.

Traditionally leadership research has been carried out using quantitative methods; this research project will use a mix of quantitative and qualitative methods using the multi-factor leadership questionnaire (quantitative) and semi-structured interviews (qualitative) as used successfully in leadership research by Parry (1998). The aim is to gain an understanding of leadership from key informants within Powys council.

The MLQ is a widely used questionnaire for leadership assessments and leadership research. I have given some example questions that will be asked in the semi-structured interviews below:-

Questions relating to leadership processes occurring in critical incidents

- What are the major changes that are affecting you at the moment?
- How do these changes affect your motivation, attitude to work, performance?

Questions relating to implicit theories and their effect on values

- What does leadership mean to you? What is your philosophy of leadership?
- Have you seen evidence of such leadership in this organisation recently?

The questionnaire and interviews will be absolutely confidential and carried out in line with the ethical arrangements required by the University of Glamorgan.

I would like to invite you join me for the next stage of my journey by asking if you would participate in this research. This will give you the opportunity to contribute and add knowledge on public sector leadership from an organisational level and practitioner perspective. If you would like to participate please contact me to discuss so I can make the necessary arrangements at your convenience.

Yours sincerely

Stephen Bater  
**Occupational Health & Safety Manager**

stephen.bater@ntlworld.com  
stephen.bater@Council.gov.uk  
07912577191

## Appendix C

### Semi-structured interview questions

#### A.1. Questions relating to leadership processes occurring in critical incidents

- What are the major changes that are affecting you at the moment?
- How do these changes affect your motivation, attitude to work, performance?
- Who has had most effect in creating, driving or stifling these changes?
- How have they had that effect?
- What effect have you had on these changes?
- How have you had that effect?
- Do exceptional people stand out as affecting your application, motivation, or your ability to get things done?
- How have they had that effect?
- How have you had that impact on others?
- Who has had most influence on you in this organization?
- How have they had that effect?
- Who do you look up to and whom do you follow?
- How do they get you to do that?
- How do you get people to look up to you and follow your lead?
- Who do you look to, to get you through the change process?
- How are they going to get you through the change process?
- Are there people you would do that bit extra for?
- How do they get that bit extra from you?

#### Intervening and supplementary questions related to

- Expanding and giving detail on incidents, processes, and the impact of particular people.
- Specifying the role of people at senior and junior levels in the organization.

#### A.2. Questions relating to implicit theories and their effect on values

- What does leadership mean to you? What is your philosophy of leadership?
- Have you seen evidence of such leadership in this organization recently?
- How has this leadership been evidenced?
- Compare and contrast two obvious leaders in the organization.
- Can you think of examples where leadership is obviously lacking?
- How and why is it lacking?
- If you were running a leadership course in this organization, what content would you include?

## Appendix D

### Research Ethics & Privacy Statement

This Leadership Research is being carried out in the Council and is being conducted by Stephen Bater with support from the University of Glamorgan.

Stephen Bater  
36 St Malo Road  
Heath  
Cardiff  
CF14 4HN  
02920330105  
stephen.bater@ntlworld.com

The University of Glamorgan prides itself on the ethical conduct of its research activities. As such I want to ensure you are aware of your ethical and privacy rights prior to participating and agree with the following statements.

I understand that:

1. My participation in this project is entirely voluntary and will involve the completion of a survey for about 15-20 minutes of my time and an interview which will last approximately 1 hour.
2. Stephen Bater will not store or capture my personal data without my prior knowledge and consent.
3. The information provided by me will be treated as strictly private and confidential and that my identity will remain anonymous, such that only the researcher can trace this information back to me individually.
4. Stephen Bater will not sell any personal data to commercial companies or other organisations.
5. Stephen Bater will only use your personal information for the purpose with which it was collected.
6. I can ask for the information I provide to be deleted/destroyed at any time and, in accordance with the Data Protection Act, I can have access to the information at any time.
7. All data will be treated as personal under the 1998 Data Protection Act, and will be stored securely.
8. Data collected may be processed manually and with the aid of computer software
9. Interviews will be recorded by the research team and transcribed by an independent transcriber who has signed a confidentiality agreement with them.
10. You have to right to withdraw from this research at any time.

**Please sign below to show you have read and agree to the Stephen Bater's Research Ethics & Privacy Statement.**

I, \_\_\_\_\_ consent to participate in the study conducted by  
Stephen Bater working with the University of Glamorgan.

Signed: .....

Date: .....